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ABSTRACT

This guide focuses on communication skills within 17 courses: American literature 1 and 2, English literature 1 and 2, world literature 1 and 2, advanced composition, advanced literature, aovanced literature and composition 1and 2, film study, science fiction, modern writers, comic spirit, Afro-American literature, career English, and college prep English. Each course outline contains a description, general goals, content, actitivities, and materials. Also included is an outline for the overall goals of communication skills curriculum in the subject areas of listening, reading, writing, speaking, language, critical thinking, literary interpretation and appreciation, and media. (JM)

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TEACHER'S GUIDE FOR
COMMUNICATION SKILLS
GRADES 11 AND 12
SECONDARY SCHOOLS

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ST. LOUIS PUBLIC SCHOOLS

ST. LOUIS, MISSOURI

1975

TEACHER'S GUIDE FOR COMMUNICATION SKILLS -- SECONDARY SCHOOLS

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St. Louis Public High Achools

GOALS

COMMUNICATION SKILLS CURRICULUM

LISTENING:

The student listens courteously.
The student listens to increase his ability to concentrate, to interpret, and to evaluate.
The student listens to learn efficiently and to think contructively.

READING:

The student reads for knowledge, for enjoyment, for vicarious experience.
The student reads to form personal values.
The student masters the basic reading skills essential to his comprehension of printed materials.

WRITING:

The student writes clear, correct, effective English.
The student writes creatively.

SPEAKING:

The student speaks clearly, thoughtfully, effectively.
The student communicates his experiences; he develops skills in oral communication.
The student learns standard English and uses it when appropriate.

LANGUAGE:

The student expands his vocabulary continually.
The student uses words precisely.
The student understands that words convey symbolic meanings and emotional connotations.
The student recognizes that communication is non-verbal as well as verbal.
The student understands the relationship between speaking and writing.

CRITICAL THINKING:

The student learns and uses both logical and creative thought processes.
The student develops a positive self image and worthwhile personal values.
The student functions as both a group member and an independent entity.
The student respects the rights of others to their opinions.

LITERARY INTERPRETATION AND APPRECIATION:

The student interprets and comprehends both literal and symbolic meanings.
The student discriminates between the meretricious and the true and sincere in literature.
The student appreciates the meaning, significance, and style of literary works.
The student recognizes various literary forms.
The student appreciates the literary heritage and the relation of literature to the other arts.

MEDIA:

The student understands the impact of media on the individual and society.
The student makes judgments about media by evaluating presentations.
The student differentiates among statements of fact, fiction, and opinions.
The student develops audiovisual literacy.
The student uses visual media as tools of communication.
The student uses audiovisual media as supplements to and not substitutes for the printed word.
The student evaluates what he sees and hears with an understanding of human nature and its fallibility.
The student distinguishes fact from opinion and is aware of subtle propaganda techniques.
The student draws from and reinforces, learns from other disciplines.
The student develops an appreciation for the literary heritage through the best that contemporary media offer as they make curriculum content relevant.

TABLE OF CONTENTS

American Literature 1 5

American Literature 2 13

English Literature 1 31

English Literature 2 61

World Literature 1 79

World Literature 2 99

Advanced Composition 107

Advanced Literature 113

Advanced Composition and Literature 1 119

Advanced Composition and Literature 2 135

Film Study 141

Science Fiction 169

Modern Writers 217

Comic Spirit 235

Afro-American Literature 247

Career English 263

College Prep English 277

COURSES GROUPED BY TYPES

COMPOSITION

Advanced Composition	107

LITERATURE, SURVEY COURSES
(Two-Semesters)

American Literature 1	5
American Literature 2	13
English Literature 1	31
English Literature 2	61
World Literature 1	79
World Literature 2	99

LITERATURE THEMATIC COURSES
(One Semester)

Science Fiction	169
Modern Writers	217
Comic Spirit	235
Afro-American Literature	247

MEDIA

Film Study	141

ADVANCED COURSES

Advanced Composition and Literature 1	119
Advanced Composition and Literature 2	135
Advanced Composition	107
Advanced Literature	113
World Literature 1	79
World Literature 2	99
Afro-American Literature	247

PRACTICAL PREPARATORY COURSES, LANGUAGE ORIENTED

Career English	263
College Prep English	277

COURSE DESCRIPTION

Study literary movements and major authors in American literature from its beginnings to the present time. Read works of authors from various socio-economic groups. Note how their contributions to American literature reflect the changing aspects of American society as well as its enduring values. This course is for any 11th or 12th graders, college bound or career oriented.

GENERAL GOALS

The student becomes acquainted with the influential writers of each period.

The student develops an awareness of major literary movements.

The student gains insight into the development of the various genre of literature on the American scene.

The student recognizes that American literature reflects the social and economic trends of the era during which it was written.

The student becomes aware of the diversity and multiplicity of views expressed by various ethnic and socio-economic groups.

The student investigates themes in American literature which have been present from its beginnings to modern times.

The student becomes conscious of the recurrence in American literature of a quest for sustaining and enduring values.

The student develops the ability to read literature critically.

The student writes as an outgrowth of his study of American literature.

Materials

Title	Use
AMERICAN LITERATURE. Ginn and Company.	Students
AMERICAN LITERATURE, TEACHER'S HANDBOOK AND KEY. Ginn and Company.	Teacher
I, TOO, SING AMERICA: BLACK VOICES IN AMERICAN LITERATURE. Hayden Book Company.	Students, Teacher
ONE FLEW OVER THE CUCKOO'S NEST. American Book Company.	Students
ONE FLEW OVER THE CUCKOO'S NEST/KESSEY: TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
NATIVE SON. Harper and Row Publishers, Inc.	Students
NATIVE SON NOTES. Harper and Row Publishers, Inc.	Teacher
A SEPARATE PEACE. American Book Company.	Students
A SEPARATE PEACE/KNOWLES: TEACHER-STUCENT PACKAGE. American Book Company.	Teacher
EIGHT AMERICAN ETHNIC PLAYS. Charles Scribner's Sons.	Students, Teacher
LISTEN TO LITERATURE: RECORD ALBUM TO ACCOMPANY AMERICAN LITERATURE (2 records). Ginn and Company.	Department

GOALS AND CONTENT	ACTIVITIES AND M
I. The student investigates major themes which each succeeding group of American writers has modified according to his own experience.	
A. He sees that every man acquires a "sense of place," a feeling of identification with his home.	AMERICAN LITERATURE: "The Sens
1. He learns that American literature began with attempts by settlers to record what they found in this new land, how they managed to live, and what their hopes were for the future.	AMERICAN LITERATURE: from A DI OF THE SO p. 5
2. He learns that writers of the 19th century recorded the natural wonders they saw throughout the country.	AMERICAN LITERATURE: from ROUG
3. He becomes acquainted with the familiar theme of the young man or woman's journey from a small town to the big city, and he sees the profound influences, both for good and evil, that the city exerted upon those who fell within its boundaries.	AMERICAN LITERATURE: from OF T
4. He sees that the American "sense of place" also includes the city.	AMERICAN LITERATURE: from A WA "City of "Lenox Av

ONTENT	ACTIVITIES AND MATERIALS
stigates major themes which group of American writers has ng to his own experience.	
every man acquires a "sense feeling of identification e.	AMERICAN LITERATURE: "The Sense of Place," p. 1
that American literature th attempts by settlers to hat they found in this new they managed to live, and ir hopes were for the future.	AMERICAN LITERATURE: from A DISCOURSE OF THE PLANTATION OF THE SOUTHERN COLONY IN VIRGINIA, p. 5
that writers of the 19th recorded the natural wonders throughout the country.	AMERICAN LITERATURE: from ROUGHING IT, p. 15
s acquainted with the theme of the young man 's journey from a small the big city, and he sees ound influences, both for evil, that the city ex- n those who fell within its s.	AMERICAN LITERATURE: from OF TIME AND THE RIVER, p. 22
hat the American "sense of lso includes the city.	AMERICAN LITERATURE: from A WALKER IN THE CITY, p. 27 "City of Harlem," p. 33 "Lenox Avenue Mural," p. 38

GOALS AND CONTENT	ACTIVITIES AND
B. The student recognizes that individualism was, from the beginning, a central fact and resource of American life.	
1. He learns that one of the first effects of life in early America was the need for self-reliance.	AMERICAN LITERATURE: "The Ind "Of Indi Countrie
2. He studies literature which has reflected the importance of individual thought and action and the relationship of the state.	AMERICAN LITERATURE: "Letter January, Freedom," "The Hau "The Bri "Yardbir I, TOO, SING AMERICA: from LET
C. The student understands that the American dream cannot be defined precisely because it has taken a variety of forms, the quality and nature of the vision depending entirely upon the convictions and imagination of the dreamer.	AMERICAN LITERATURE: "The Ame "The May "The Dec p. 86 "I Hear I, TOO, SING AMERICA: "I, Too, FPL THE BLACK AMERI AMERICAN LITERATURE: "Inaugur "Message "Christm

CONTENT	ACTIVITIES AND MATERIALS	
recognizes that individualism he beginning, a central fact e of American life.		
ns that one of the first effects in early America was the need f-reliance.	AMERICAN LITERATURE:	"The Individual," p. 47 "Of Individualism In Democratic Countries," p. 50
ies literature which has reflec- importance of individual thought ion and the relationship of the	AMERICAN LITERATURE:	"Letter to the Town of Providence, January, 1655, on the limits of Freedom," p. 53 "The Haunted Mind," p. 56 "The Bride Comes to Yellow Sky," p.68 "Yardbird's Skull," p. 78
	I, TOO, SING AMERICA:	from LETTERS TO A BLACK BOY, p. 277
understands that the eam cannot be defined ecause it has taken a forms, the quality and he vision depending entire- convictions and imagination mer.	AMERICAN LITERATURE:	"The American Dream," p. 80 "The Mayflower Compact," p. 84 "The Declaration of Independence," p. 86 "I Hear America Singing," p. 96
	I, TOO, SING AMERICA:	"I, Too, Sing America," p. 103
	FPL	THE BLACK AMERICAN DREAM
	AMERICAN LITERATURE:	"Inaugural Address," p. 101 "Message to the Grass Roots," p. 105 "Christmas Sermon on Peace," p. 115

GOALS AND CONTENT	ACTIVITIES AND M
II. The student moves into an historical survey of American literature, focusing on growth, continuity, and recurring themes.	
A. He sees that there was little imaginative writing in the 17th and 18th centuries.	AMERICAN LITERATURE: from THE PLANTATI from A H LINE, p.
1. He reads examples of the early diaries, journals, sermons, religious poems, and political treatises.	I, TOO, SING AMERICA: "On Bein América, from LIF DOUGLASS "An Ante
2. He studies the Puritan ethic and becomes aware of the importance of Puritan attitudes to America's literary, intellectual, social, and political heritage.	AMERICAN LITERATURE: "The Pur AMERICAN LITERATURE: "Speech Meditati "Six," p "Preface Touching "Sinners Angry Go from PER

TENT	ACTIVITIES AND MATERIALS	
into an historical survey ture, focusing on growth, curring **themes.**		
there was little imagin- in the 17th and 18th	AMERICAN LITERATURE:	from THE HISTORY OF THE PLYMOUTH PLANTATION, p. 125 from A HISTORY OF THE DIVIDING LINE, p. 134
examples of the early journals, sermons, religious d political treatises.	I, TOO, SING AMERICA:	"On Being Brought from Africa to America," p. 13 from LIFE AND TIMES OF FREDRICK DOUGLASS, p. 18 "An Ante-Bellum Sermon," p. 88
s the Puritan ethic and ware of the importance of ttitudes to America's intellectual, social, and heritage.	AMERICAN LITERATURE:	"The Puritans," p. 138
	AMERICAN LITERATURE:	"Speech to the General Court," p. 143 Meditation, "Huswifery," p. 150 "Six," p. 151 "Preface to God's Determinations Touching His Elect," p. 153 "Sinners in the Hands of an Angry God," p. 156 from PERSONAL NARRATIVE, p. 158

GOALS AND CONTENT	ACTIVITIES AND
B. He sees that later colonial writers were concerned with political matters and investigated themes which have continued to be present in American life and thought.	AMERICAN LITERATURE: from TH "Hamatr RECORD LISTEN TO LITERATURE-H I, TOO, SING AMERICA: "On Fre
1. He reads selections which reflect their idealism, their concern with ideas and values, and their shrewd practicality.	AMERICAN LITERATURE: "The Wa "The Sa "On the
2. He sees their willingness to fight for material gain as well as for a principle.	AMERICAN LITERATURE: "Speech p. 184 RECORD LISTEN TO LITERATURE-S CONVENTION AMERICAN LITERATURE: "The Ba RECORD LISTEN TO LITERATURE-T
C. The student gains insight into the surge of nationalistic feeling in the 1800's which formed the basis for the development of an authentic American literature.	AMERICAN LITERATURE: "A Nati
1. He studies selections based on concern with the beauty of nature and reflecting the writer's faith in the transcendent meaning of that beauty.	AMERICAN LITERATURE: "Thanat "To the "The Ti p. 278 "The So "The Fi

CONTENT	ACTIVITIES AND MATERIALS
at later colonial writers erned with political matters igated themes which have to be present in American hought.	AMERICAN LITERATURE: from THE CRISIS, p. 188 "Hamatreya," p. 11 RECORD LISTEN TO LITERATURE-HAMATREYA I, TOO, SING AMERICA: "On Freedom," p. 13
ds selections which reflect idealism, their concern with and values, and their shrewd cality.	AMERICAN LITERATURE: "The Way to Wealth," p. 170 "The Sale of the Hessions," p. 177 "On the Subject of Salaries," p. 179
s their willingness to fight terial gain as well as for a ple.	AMERICAN LITERATURE: "Speech to the Virginia Convention," p. 184 RECORD LISTEN TO LITERATURE-SPEECH TO THE VIRGINIA CONVENTION AMERICAN LITERATURE: "The Battle of the Kegs," p. 193 RECORD LISTEN TO LITERATURE-THE BATTLE OF THE KEGS
t gains insight into the surge listic feeling in the 1800's ed the basis for the develop- authentic American literature.	AMERICAN LITERATURE: "A National Culture," p. 201
dies selections based on concern he beauty of nature and reflect- e writer's faith in the transcen- eaning of that beauty.	AMERICAN LITERATURE: "Thanatopsis," p. 205 "To the Fringed Gentian," p. 209 "The Tide Rises, The Tide Falls," p. 278 "The Sound of the Sea," p. 279 "The Fire of Driftwood," p. 280

GOALS AND CONTENT	ACTIVITIES AND M
2. He reads folk tales and legends written in the local color traditions.	AMERICAN LITERATURE: "Rip Van "Self-Re from WAL What I L from WAL
3. He evaluates the American philosophy of responsible individualism.	
4. He traces the early development of the American short story.	AMERICAN LITERATURE: "The Pit "A Desce p. 296 SFS 770-713 THAT STRONG MR. PO SFS 770-568 E.A.POE F 171-152 E.A.POE I, TOO, SING AMERICA: "The Ing
5. He investigates the continuing concern with the Puritan ethic and the dark side of human nature.	AMERICAN LITERATURE: "Young G "Bartleb
6. He compares and contrasts literature reflecting points of view and concerns during the Civil War.	AMERICAN LITERATURE: "Gettysb RECORD LISTEN TO LITERATURE I, TOO, SING AMERICA: from UP "The Atl p. 61 "Of Mr. Others," "Booker

ONTENT	ACTIVITIES AND MATERIALS	
folk tales and legends n the local color traditions.	AMERICAN LITERATURE:	"Rip Van Winkle," p. 211 "Self-Reliance," p. 225
tes the American philosophy nsible individualism.		from WALDEN, "Where I Lived and What I Lived For," p. 250 from WALDEN, "Conclusion," p. 263
the early development of can short story.	AMERICAN LITERATURE:	"The Pit and the Pendulum," p. 284 "A Descent into the Maelstrom," p. 296
	SFS 770-713 SFS 770-568 F 171-152	THAT STRONG MR. POE E.A.POE E.A.POE
	I, TOO, SING AMERICA:	"The Ingrate," p. 93
igates the continuing ith the Puritan ethic and side of human nature.	AMERICAN LITERATURE:	"Young Goodman Brown," p. 316 "Bartleby the Schrivener," p. 327
es and contrasts literature g points of view and con- ing the Civil War.	AMERICAN LITERATURE: RECORD	"Gettysburg Address," p. 357 LISTEN TO LITERATURE
	I, TOO, SING AMERICA:	from UP FROM SLAVERY, p. 57 "The Atlanta Exposition Address," p. 61 "Of Mr. Booker T. Washington and Others," p. 65 "Booker T. and W.E.B.," p. 76

GOALS AND CONTENT	ACTIVITIES AND MA
	ACTIVITIES: In the teacher's ma AMERICAN LITERATURE suggestions assignments, uses of illustratio vocabulary work, and other follo should be correlated to the read ing to the needs of the individu
IV. The student reads and discusses or writes a report on at least one of the three novels suggested for the course, showing the **relevance** of this literary form to the other selections read in class.	ONE FLEW OVER THE CUCKOO'S NEST ONE FLEW OVER THE CUCKOO'S NEST/ PACKAGE NATIVE SON (Cliff's NOTES ON NAT A SEPARATE PEACE A SEPARATE PEACE/KNOWLES TEACHER
V. The student reads and discusses or writes a report on at least one of the dramas suggested. He may also participate in reader's theater or dramatic interpretation of excerpts from the play.	EIGHT AMERICAN ETHNIC PLAYS: I R A R THE

NTENT	ACTIVITIES AND MATERIALS
	ACTIVITIES: In the teacher's manual which accompanies AMERICAN LITERATURE suggestions are given for writing assignments, uses of illustrations, tests, quizzes, vocabulary work, and other follow-up activities. These should be correlated to the reading assignments according to the needs of the individual teacher.
and discusses or writes a t one of the three novels course, showing the literary form to the other n class.	ONE FLEW OVER THE CUCKOO'S NEST ONE FLEW OVER THE CUCKOO'S NEST/KESSEY, TEACHER/STUDENT PACKAGE NATIVE SON (Cliff's NOTES ON NATIVE SON) A SEPARATE PEACE A SEPARATE PEACE/KNOWLES TEACHER/STUDENT PACKAGE
and discusses or writes a t one of the dramas suggested. cipate in reader's theater pretation of excerpts from	EIGHT AMERICAN ETHNIC PLAYS: I REMEMBER MAMA, p. 83 A RAISIN IN THE SUN, p. 221 THE OXCART, p. 303

AMERICAN LITERATURE 2

05032

COURSE DESCRIPTION

American Literature 2 is designed for the college-bound and the career-oriented student. It is a survey course beginning with the literature written around the time of the Civil War and continuing through works of the present day. A number of major authors are studied, along with significant literary trends. Particular emphasis is given to the new developments in the major genre. The contributions of various ethnic groups to the American literary and cultural scene are noted. Attention is also paid to those values and concerns in American literature which have appeared throughout its history.

GENERAL GOALS

The student becomes acquainted with the influential writers of each period.

The student develops an awareness of major literary movements.

The student gains insight into the development of the various genre of literature on the American scene.

The student recognizes that American literature reflects the social and economic trends of the era during which it was written.

The student becomes aware of the diversity and multiplicity of views expressed by writers from various ethnic and socio-economic groups.

The student investigates themes in American literature which have been present from its beginning to modern times.

The student becomes conscious of the recurrence in American literature of a quest for sustaining and enduring values.

The student develops the ability to read literature critically.

The student writes as an outgrowth of his study of American literature.

Materials

Title	Use
AMERICAN LITERATURE. Ginn and Company.	Students
AMERICAN LITERATURE, TEACHERS' HANDBOOK AND KEY. Ginn and Company.	Teacher
I, TOO, SING AMERICA: BLACK VOICES IN AMERICAN LITERATURE. Hayden Book Co., Inc.	Students
A NATION OF NATIONS: ETHNIC LITERATURE IN AMERICA. The Free Press.	Students
EIGHT AMERICAN ETHNIC PLAYS. Charles Scribner's Sons.	Students
TENDER IS THE NIGHT. American Book Company.	Students
TENDER IS THE NIGHT/FITZGERALD, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
ALL THE KING'S MEN. Bantam Books, Inc.	Students
THE THIRD LIFE OF GRANGE COPELAND. Harcourt Brace Jovanovich, Inc.	Students
LISTEN TO LITERATURE: RECORD ALBUM TO ACCOMPANY AMERICAN LITERATURE. Ginn and Company.	Department

GOALS AND CONTENT	ACTIVITIES AND M
I. The student reads prose works by major authors of the latter part of the nineteenth century.	NOTE: In this course, many of are repeated under several diff repetition is designed to show serve to illustrate various goa to suggest that works be reread
A. He reads colorful portrayals of the American West and stories about some of its distinctive characters.	AMERICAN LITERATURE: "Tennesse WRITING ACTIVITY: AMERICAN LIT HANDBOOK AND
B. He shares the experiences of a master story teller.	AMERICAN LITERATURE: from OLD p. 400 WRITING ACTIVITY: AMERICAN LIT SFS 769-543 WORLD OF MARK TW
C. He looks at Americans from the perspective of a cosmopolitan American author.	AMERICAN LITERATURE: "A Bundl
D. He analyzes the realism of a well-known short story.	"The Oper WRITING ACTIVITY: AMERICAN LIT HANDBOOK AND
E. He reads a story which investigates the deep schism in mankind produced by race.	AMERICAN LITERATURE: "Of the C WRITING ACTIVITY: AMERICAN LIT

ONTENT	ACTIVITIES AND MATERIALS
s prose works by major atter part of the nine-	NOTE: In this course, many of the reading suggestions are repeated under several different goals. This repetition is designed to show that one selection may serve to illustrate various goals and is not intended to suggest that works be reread.
lorful portrayals of the t and stories about some inctive characters.	AMERICAN LITERATURE: "Tennessee's Partner," p. 390 WRITING ACTIVITY: AMERICAN LITERATURE, TEACHERS' HANDBOOK AND KEY, Nos. 3 and 5, p. 271
e experiences of a master r.	AMERICAN LITERATURE: from OLD TIME ON THE MISSISSIPPI, p. 400 WRITING ACTIVITY: AMERICAN LITERATURE, No. 14, p. 424 SFS 769-543 WORLD OF MARK TWAIN
Americans from the perspective olitan American author.	AMERICAN LITERATURE: "A Bundle of Letters," p. 427
the realism of a well-known	"The Open Boat," p. 454 WRITING ACTIVITY: AMERICAN LITERATURE, TEACHERS' HANDBOOK AND KEY, No. 3, p. 303
story which investigates the in mankind produced by race.	AMERICAN LITERATURE: "Of the Coming of John," p. 476 WRITING ACTIVITY: AMERICAN LITERATURE, No. 8, p. 486

GOALS AND CONTENT	ACTIVITIES AND	
	SFS 760-403	LATE 19th AND E DEVELOPMENT (of
II. The student studies the short story of the twentieth century.	F 262-137 SFS 760-404 SFS 760-405	LITERATURE IN A MODERN DEVELOPM INTERPRETATION SHORT STORY
A. He understands each story's theme and its similarities to and differences from the short story of earlier eras.		
1. He realizes that an investigation of man's relationship to nature is still significant to American literature.	AMERICAN LITERATURE:	"Big Two p. 573
	ACTIVITY: Answer questions 1, Literature, p. 580	
	F 361-163 F 361-164	HEMINGWAY, PART HEMINGWAY, PART
	SFS 769-456	ERNEST HEMINGWA INTERPRETATION
	SFS 769-457	ERNEST HEMINGWA HEARTED RIVER"
	SFS 770-712	HEMINGWAY
	AMERICAN LITERATURE:	"The Bea
2. He sees that the quest for the American dream continues.	AMERICAN LITERATURE:	"Winter

D CONTENT	ACTIVITIES AND MATERIALS
	SFS 760-403 LATE 19th AND EARLY 20th CENTURY DEVELOPMENT (of the short story)
tudies the short story of the tury.	F 262-137 LITERATURE IN AMERICA-THE SHORT STORY SFS 760-404 MODERN DEVELOPMENT SFS 760-405 INTERPRETATION AND EVALUATION OF THE SHORT STORY
tands each story's theme imilarities to and differences short story of earlier eras.	
alizes that an investigation n's relationship to nature is significant to American liter- .	AMERICAN LITERATURE: "Big Two-Hearted River: Part II," p. 573 ACTIVITY: Answer questions 1, 3, and 5 in AMERICAN Literature, p. 580
	F 361-163 HEMINGWAY, PART 1 F 361-164 HEMINGWAY, PART 2 SFS 769-456 ERNEST HEMINGWAY, THE MAN: A BIOGRAPHICAL INTERPRETATION WITH CARLOS BAKER SFS 769-457 ERNEST HEMINGWAY, THE WRITER: "BIG TWO-HEARTED RIVER" (two parts) SFS 770-712 HEMINGWAY AMERICAN LITERATURE: "The Bear," p. 558
es that the quest for the can dream continues.	AMERICAN LITERATURE: "Winter Dreams," p. 541

GOALS AND CONTENT	ACTIVITIES AND
	SFS 770-711 GATSBY--THE AME
	ACTIVITY: Much attention has F. Scott Fitzgerald, particula Students familiar with the sto to examine thematic relationsh
	WRITING ACTIVITY: AMERICAN LI
3. He becomes aware of a more psychological approach to the portrayal of character.	AMERICAN LITERATURE: "Silent S
	ACTIVITY: Answer question 8 f p. 531
	AMERICAN LITERATURE: "The Cat
	WRITING ACTIVITY: Write a sho conflict and triumph in a huma the use of Thurber's humorous
	AMERICAN LITERATURE: "The Chry
	ACTIVITY: Answer questions 5 LITERATURE, p. 595
4. He examines the search for identity by the Black man.	AMERICAN LITERATURE: "Flying
	WRITING ACTIVITY: AMERICAN LIT p. 617

CONTENT	ACTIVITIES AND MATERIALS
	SFS 770-711 GATSBY--THE AMERICAN MYTH
	ACTIVITY: Much attention has been given recently to F. Scott Fitzgerald, particularly to THE GREAT GATSBY. Students familiar with the story should be encouraged to examine thematic relationships with "Winter Dreams."
	WRITING ACTIVITY: AMERICAN LITERATURE, No. 11, p. 556
mes aware of a more logical approach to the yal of character.	AMERICAN LITERATURE: "Silent Snow, Secret Snow," p. 519
	ACTIVITY: Answer question 8 from AMERICAN LITERATURE, p. 531
	AMERICAN LITERATURE: "The Catbird Seat," p. 533
	WRITING ACTIVITY: Write a short, short story showing conflict and triumph in a human relationship through the use of Thurber's humorous techniques.
	AMERICAN LITERATURE: "The Chrysanthemums," p. 588
	ACTIVITY: Answer questions 5 and 6 from AMERICAN LITERATURE, p. 595
ines the search for identity Black man.	AMERICAN LITERATURE: "Flying Home," p. 604
	WRITING ACTIVITY: AMERICAN LITERATURE, Nos. 8 and 11, p. 617

GOALS AND CONTENT	ACTIVITIES AND M
	I, TOO, SING AMERICA: "Who's P
5. He sees man's concern for the future of civilization.	AMERICAN LITERATURE: "The Port
6. He discovers the profound search for moral values present in modern writing.	AMERICAN LITERATURE: "The Bear "Flying H
	I, TOO, SING AMERICA: "Brother
7. He explores the subject of man's alienation from his fellow man in twentieth-century literature.	AMERICAN LITERATURE: "Silent S "The Catb "Big Two- p. 573 "The Chry "The Port "Flying H
	I, TOO, SING AMERICA: "A Summe
B. He becomes aware of the fundamental views of life represented by each author, either through the story itself or through supplementary reading and/or teacher assistance.	I, TOO, SING AMERICA: "On the "Dear Dr

NTENT	ACTIVITIES AND MATERIALS
	I, TOO, SING AMERICA: "Who's Passing for Who?" p. 105
an's concern for the civilization.	AMERICAN LITERATURE: "The Portable Phonograph," p. 597
ers the profound search values present in modern	AMERICAN LITERATURE: "The Bear," p. 558 "Flying Home," p. 604
	I, TOO, SING AMERICA: "Brother Carlyle," p. 209
es the subject of man's n from his fellow man in -century literature.	AMERICAN LITERATURE: "Silent Snow, Secret Snow," p. 519 "The Catbird Seat," p. 533 "Big Two-Hearted River: Part II," p. 573 "The Chrysanthemums," p. 588 "The Portable Phonograph," p. 597 "Flying Home," p. 604
	I, TOO, SING AMERICA: "A Summer Tragedy," p. 139
f the fundamental views d by each author, either itself or through ing and/or teacher	I, TOO, SING AMERICA: "On the Road," p. 150 "Dear Dr. Butts," p. 282

GOALS AND CONTENT	ACTIVITIES AND M
C. He sees how the short story has changed in form and style from earlier writing of this genre.	
1. He becomes aware that plot is less emphasized than in the earlier short story.	I, TOO, SING AMERICA: "A Fly i
2. He sees that this has led to a greater concentration of character.	"The Poc
	NOTE: Goals C 1 and C 2 can be and simultaneously through a co Snow, Secret Snow," p. 519, "Pi p. 583, and "The Chrysanthemums AMERICAN LITERATURE.
3. He notices that most writers use vocabulary and syntax that are basically simple, akin to ordinary speech.	I, TOO, SING AMERICA: "We're t Here," p
	ACTIVITY: Compare twentieth ce contemporary writers to ninetee Nathaniel Hawthorne, Herman Mel
4. He learns that some marked innovations in style have occurred.	ACTIVITY: Analyze and contrast Ernest Hemingway and William Fa impact of each on subsequent Am

NTENT	ACTIVITIES AND MATERIALS
he short story has changed tyle from earlier writing .	
s aware that plot is less d than in the earlier short	I, TOO, SING AMERICA: "A Fly in the Buttermilk," p. 234
hat this has led to a greater tion of character.	"The Pocketbook Game," p. 254
	NOTE: Goals C 1 and C 2 can be illustrated effectively and simultaneously through a consideration of "Silent Snow, Secret Snow," p. 519, "Picture for Her Dresser," p. 583, and "The Chrysanthemums," p. 588, all from AMERICAN LITERATURE.
s that most writers use y and syntax that are simple, akin to ordinary	I, TOO, SING AMERICA: "We're the only Colored People Here," p. 251 ACTIVITY: Compare twentieth century stories by contemporary writers to nineteenth century works by Nathaniel Hawthorne, Herman Melville, and Bret Harte.
that some marked inno- n style have occurred.	ACTIVITY: Analyze and contrast the writing styles of Ernest Hemingway and William Faulkner and consider the impact of each on subsequent American writing.

GOALS AND CONTENT	ACTIVITIES AND
5. He realizes that the modern short story sometimes ends without a definite resolution.	AMERICAN LITERATURE: "Big Tw p. 573 "The Chr
	I, TOO, SING AMERICA: "The Al
III. The student studies American poetry from the Civil War period to modern times.	
A. He sees sharp changes in subject matter and style through the two most prominent poets of the latter part of the nineteenth century.	
1. He realizes that Whitman's popularization of free verse and emphasis on the commonplace revolutionized American poetry.	AMERICAN LITERATURE: "One's "There p. 367 "Out of Rocking, "A Nois
	WRITING ACTIVITY: AMERICAN LI
	F 372-115 WALT WHITMAN-PO
2. He becomes aware that Emily Dickinson was a precursor to the twentieth-century poet in the synthesized nature of her work and in her unique perceptions.	AMERICAN LITERATURE: "This i p. 381 "The Mu "I tast p. 383 "Succes p. 385 "Becaus Death,"

ONTENT	ACTIVITIES AND MATERIALS
zes that the modern short metimes ends without a resolution.	AMERICAN LITERATURE: "Big Two-Hearted River: Part II." p. 573 "The Chrysanthemums," P. 588 I, TOO, SING AMERICA: "The Almost White Boy," p. 256
ies American poetry from riod to modern times.	
p changes in subject matter rough the two most prominent latter part of the nine- ry.	
zes that Whitman's popular- of free verse and emphasis ommonplace revolutionized poetry.	AMERICAN LITERATURE: "One's Self I Sing," p. 366 "There Was a Child Went Forth," p. 367 "Out of the Cradle Endlessly Rocking," p. 370 "A Noiseless Patient Spider," p. 378 WRITING ACTIVITY: AMERICAN LITERATURE, No. 7, p. 369 F 372-115 WALT WHITMAN-POET FOR A NEW AGE
es aware that Emily Dickinson ecursor to the twentieth-century the synthesized nature of her in her unique perceptions.	AMERICAN LITERATURE: "This is my letter to the World," p. 381 "The Murmur of a Bee," p. 382 "I taste a liquor never brewed," p. 383 "Success is counted sweetest," p. 385 "Because I could not stop for Death," p. 387

GOALS AND CONTENT	ACTIVITIES AND MA
	WRITING ACTIVITY: Write a them of "Success is counted sweetest'
B. He sees that many poets of the twentieth century have adopted further changes in subject matter, style, form, and language.	
1. He becomes aware that the modern poet's subject matter includes all aspects of life.	AMERICAN LITERATURE: "Chicago, "Grass," SFS 769-530 STREETS, PRAIRIES CARL SANDBURG AMERICAN LITERATURE: "Spring I, TOO, SING AMERICA: "Harlem, from "Th p. 201
2. He learns that free verse has become widely used.	AMERICAN LITERATURE: "Fiddler SFS 772-433 SPOON RIVER ANTH AMERICAN LITERATURE: "Pattern "Localit "Hurt Ha "Three B I, TOO, SING AMERICA: "Nikki- R 566-102 ANTHOLOGY OF NEG

CONTENT	ACTIVITIES AND MATERIALS
	WRITING ACTIVITY: Write a theme extending the message of "Success is counted sweetest" to a personal experience.
many poets of the twentieth adopted further changes in er, style, form, and language.	
es aware that the modern ubject matter includes all of life.	AMERICAN LITERATURE: "Chicago," p. 631 "Grass," p. 636 SFS 769-530 STREETS, PRAIRIES AND VALLEYS: THE LIFE OF CARL SANDBURG AMERICAN LITERATURE: "Spring and All, 1," p. 652 I, TOO, SING AMERICA: "Harlem," p. 200 from "The Children of the Poor," p. 201
s that free verse has become used.	AMERICAN LITERATURE: "Fiddler Jones," p. 624 SFS 772-433 SPOON RIVER ANTHOLOGY AMERICAN LITERATURE: "Patterns," p. 628 "Localities," p. 637 "Hurt Hawks," p. 650 "Three Brown Girls Singing," p. 656 I, TOO, SING AMERICA: "Nikki-Rosa," p. 208 R 566-102 ANTHOLOGY OF NEGRO POETS

GOALS AND CONTENT	ACTIVITIES AND
3. He sees that the language of poetry is frequently close to that of ordinary speech.	AMERICAN LITERATURE: "Cliff "Grass, "Fire a "To Sat
	I, TOO, SING AMERICA: "Motto, "We Rea
	SFS 771-722 BLACK POEMS, BL R 566-103 ANTHOLOGY OF NE 200 YEARS
4. He sees that some forms are distinctively new and innovative.	AMERICAN LITERATURE: "Status "maggie- may," p "1 (a," "Two Ja
	I, TOO, SING AMERICA: "The Al
C. He becomes aware of how these changes in poetry are reflective of modern and emerging trends in American life.	
1. He realizes that previously taboo subjects are now open to discussion and exploration.	AMERICAN LITERATURE: "Patter "The Si "Siegfr
	ACTIVITY: Each student brings current publication. The clas an interchange of poems within Goals 1, 2, or both.

6

ND CONTENT	ACTIVITIES AND MATERIALS
ees that the language of poetry requently close to that of ordinary ch.	AMERICAN LITERATURE: "Cliff Klingenhagen," p. 620 "Grass," p. 636 "Fire and Ice," p. 644 "To Satch," p. 677 I, TOO, SING AMERICA: "Motto," p. 206 "We Real Cool," p. 206 SFS 771-722 BLACK POEMS, BLACK IMAGES R 566-103 ANTHOLOGY OF NEGRO POETS IN THE U.S.A. -- 200 YEARS
ees that some forms are distinc- ly new and innovative.	AMERICAN LITERATURE: "Status Symbol," p. 648 "maggie and milly and molly and may," p. 658 "1 (a," p. 660 "Two Jazz Poems," p. 664
es aware of how these changes in re reflective of modern and trends in American life.	I, TOO, SING AMERICA: "The Alarm Clock," p. 249
ealizes that previously taboo ects are now open to discussion exploration.	AMERICAN LITERATURE: "Patterns," p. 628 "The Silent Slain," p. 654 "Siegfried," p. 679 ACTIVITY: Each student brings to class a poem from a current publication. The class divides into groups and an interchange of poems within each groups illustrates Goals 1, 2, or both.

GOALS AND CONTENT	ACTIVITIES AND M
2. He sees how the greater freedom of language, form, and style reflect a new openness in American life.	AMERICAN LITERATURE: "Chicago "!", p. "Thirtee Blackbir I, TOO, SING AMERICA: "The Neg "Impasse
D. He realizes that some modern poets have adhered to a basically traditional form in meter, rhythm, and rhyme scheme.	AMERICAN LITERATURE: "Richard "Pity Me Day," p. "Stoppin Evening, "Dead Bo "Year-En
E. He investigates some dominant themes in modern American poetry.	
1. He views the alienation of man in the modern world.	AMERICAN LITERATURE: "Richard "Desert "Siegfri I, TOO, SING AMERICA: "Yet Do "Inciden "Freedom "Preface Note," p "A Poem

ONTENT	ACTIVITIES AND MATERIALS	
ow the greater freedom of , form, and style reflect nness in American life.	AMERICAN LITERATURE:	"Chicago," p. 631 "!", p. 659 "Thirteen Ways of Looking at a Blackbird," p. 674
	I, TOO, SING AMERICA:	"The Negro," p. 216 "Impasse," p. 216
hat some modern poets have basically traditional form thm, and rhyme scheme.	AMERICAN LITERATURE:	"Richard Cory," p. 619 "Pity Me Not Because the Light of Day," p. 638 "Stopping by Woods on a Snowy Evening," p. 645 "Dead Boy," p. 667 "Year-End," p. 686
tes some dominant themes in can poetry.		
the alienation of man in the orld.	AMERICAN LITERATURE:	"Richard Cory," p. 619 "Desert Places," p. 646 "Siegfried," p. 679
	I, TOO, SING AMERICA:	"Yet Do I Marvel," p. 109 "Incident," p. 109 "Freedom Rider! Washout," p. 268 "Preface to a Twenty Volume Suicide Note," p. 280 "A Poem for Black Hearts," p. 280

GOALS AND CONTENT	ACTIVITIES AND
2. He looks at the modern poet's investigation of social issues.	AMERICAN LITERATURE: "Patter "Status "The Si "the Ca "Market "Middle I, TOO, SING AMERICA: "If We "Americ "THE CH to Litt ACTIVITY: Consider the presen selections through a short ora a specific social issue of tod one of the poems.
3. He reads various poetic explorations of the subject of death.	AMERICAN LITERATURE: "Dead B "Ground "The Wa "To Sat
4. He realizes that optimism and a love of life and beauty are present in the works of many American poets.	AMERICAN LITERATURE: "A Song "The pe "Birche "maggie may," p

CONTENT	ACTIVITIES AND MATERIALS
ks at the modern poet's igation of social issues.	AMERICAN LITERATURE: "Patterns," p. 628 "Status Symbol," p. 648 "The Silent Slain," p. 654 "the Cambridge ladies," p. 663 "Market," p. 689 "Middle Passage," p. 694 I, TOO, SING AMERICA: "If We Must Die," p. 694 "America," p. 114 "THE CHICAGO DEFENDER Sends a Man to Little Rock," p. 242 ACTIVITY: Consider the present-day relevance of these selections through a short oral presentation relating a specific social issue of today to that presented in one of the poems.
ds various poetic explorations subject of death.	AMERICAN LITERATURE: "Dead Boy," p. 667 "Groundhog," p. 669 "The Waking," p. 671 "To Satch," p. 677
lizes that optimism and a love e and beauty are present in the of many American poets.	AMERICAN LITERATURE: "A Song of Praise," p. 626 "The people will live on," p. 633 "Birches," p. 642 "maggie and milly and molly and may," p. 658

GOALS AND CONTENT	ACTIVITIES AND
F. He understands that modern American poetry continues to explore some of the themes which have been present from the beginnings.	
1. He realizes that there is a continuing fascination with nature.	AMERICAN LITERATURE: "Birche R. 566-166 ROBERT FROST AMERICAN LITERATURE: "Hurt "The G "On the I, TOO, SING AMERICA: "The C F 272-162 POETRY BY AMER ACTIVITY: Compare and contra nature of twentieth-century p Longfellow, and Dickinson.
2. He sees that the position of the individual in society continues to be an important subject.	AMERICAN LITERATURE: "Mr. F "Statu "Siegf "Silen ACTIVITY: Answer questions 1, LITERATURE, p. 622, on "Mr. F

TENT	ACTIVITIES AND MATERIALS
that modern American es to explore some of ch have been present nings.	
s that there is a continuing n with nature.	AMERICAN LITERATURE: "Birches," p. 642 R. 566-166 ROBERT FROST AMERICAN LITERATURE: "Hurt Hawks," p. 650 "The Groundhog," p. 669 "On the Coast of Maine," p. 691 I, TOO, SING AMERICA: "The Creation," p. 111 F 272-162 POETRY BY AMERICANS: JAMES WELDON JOHNSON ACTIVITY: Compare and contrast the attitudes towards nature of twentieth-century poets to those of Bryant, Longfellow, and Dickinson.
at the position of the in society continues to be nt subject.	AMERICAN LITERATURE: "Mr. Flood's Party," p. 621 "Status Symbol," p. 648 "Siegfried," p. 679 "Silence," p. 683 ACTIVITY: Answer questions 1, 2, 3, 4, in AMERICAN LITERATURE, p. 622, on "Mr. Flood's Party."

GOALS AND CONTENT	ACTIVITIES AND
3. He understands that the search for the American dream continues.	AMERICAN LITERATURE: "Anne Ru "The peo "The Exp I, TOO, SING AMERICA: "I, Too. WRITING ACTIVITY: AMERICAN LI HANDBOOK AND KEY, p. 439 Especially recommended SFS on modern writing in general: SFS THE CITY AND TH
IV. The student reads selections from modern American drama.	
A. He analyzes the character of the protagonist in a one-act play written in traditional form.	AMERICAN LITERATURE: "Ile," p
B. He examines technical innovation in a well-known American play and understands the timeless message of this drama.	AMERICAN LITERATURE: "Our Tow WRITING ACTIVITY: AMERICAN LI F 359-111 HUMANITIES: OUR F 359-112 HUMANITIES: OUR

CONTENT	ACTIVITIES AND MATERIALS
rstands that the search for rican dream continues.	AMERICAN LITERATURE: "Anne Rutledge," p. 625 "The people will live on," p. 633 "The Explorer," p. 682
	I, TOO, SING AMERICA: "I, Too." p. 103
	WRITING ACTIVITY: AMERICAN LITERATURE, TEACHERS' HANDBOOK AND KEY, p. 439
	Especially recommended SFS on the impact of the city on modern writing in general: SFS THE CITY AND THE MODERN WRITER
ds selections from modern	
the character of the in a one-act play written nal form.	AMERICAN LITERATURE: "Ile," p. 701
technical innovation in a American play and understands s message of this drama.	AMERICAN LITERATURE: "Our Town," p. 714
	WRITING ACTIVITY: AMERICAN LITERATURE: No. 5, p. 753
	F 359-111 HUMANITIES: OUR TOWN AND OUR UNIVERSE F 359-112 HUMANITIES: OUR TOWN AND OURSELVES

GOALS AND CONTENT	ACTIVITIES AND M
C. He reads other selected plays and understands their wider implications we well as their ethnic origins.	EIGHT AMERICAN ETHNIC PLAY: T D ACTIVITY: Act out sections fr studied. Even simple costumin effectiveness of the effort.
V. The student studies the twentieth century essay.	
A. He explores several issues which are of particular concern to modern man.	AMERICAN LITERATURE: "Walden," "Wild an p. 762 "The Cre
B. He looks at an analysis of what "This New Man," the American, is.	AMERICAN LITERATURE: "What Th New Man?" WRITING ACTIVITY: AMERICAN p. 795
VI. The student learns about America's immigrant backgrounds.	NOTE: All selections listed u from: A NATION OF NATIONS, ET
A. He reads a commentary by John F. Kennedy about the arrival of immigrants.	"A Natio
B. He looks at an analysis of some of the reasons for European emigration.	"Peasant

CONTENT	ACTIVITIES AND MATERIALS
her selected plays and under- r wider implications we well hnic origins.	EIGHT AMERICAN ETHNIC PLAY: WINO, p. 135 THE TENTH MAN, p. 163 DAY OF ABSENCE, p. 275 ACTIVITY: Act out sections from one or more of the plays studied. Even simple costuming and scenery add to the effectiveness of the effort.
dies the twentieth century	
several issues which are ar concern to modern man.	AMERICAN LITERATURE: "Walden," p. 756 "Wild and Park Lands: John Muir," p. 762 "The Creative Dilemma," p. 774
an analysis of what "This he American, is.	AMERICAN LITERATURE: "What Then Is the American, This New Man?" p. 779 WRITING ACTIVITY: AMERICAN LITERATURE, Nos. 10 or 13, p. 795
rns about America's rounds.	NOTE: All selections listed under Goal VI are taken from: A NATION OF NATIONS, ETHNIC LITERATURE IN AMERICA.
commentary by John F. ut the arrival of immigrants.	"A Nation of Nations," p. 3
an analysis of some of the European emigration.	"Peasant Origins," p. 6

GOALS AND CONTENT	ACTIVITIES AND
C. He explores the stereotyped ideas of what an American is.	"Is There An A "In Search of a p. 26
D. He reads selections by Indian writers and considers their thoughts.	"What the India "The Soul of th "Now that the B SFS 768-458 AMERICAN INDIAN SFS 768-459 AMERICAN INDIAN
E. He develops an appreciation of the difficulties, frustrations, and rewards of integration of diverse peoples into American life.	A NATION OF NATIONS: ETHNIC LI "Evenin' Air Bl "Immigrants," p "Puerto Rican P "Christ in Conc from CHINATOWN from THE SUBWAY "The Fractional "Danny O'Neill "The Three Swi Grocer," p. 201 "Theme for Engl "Debate with th "Black Power," "The Return to from THE AMERIC "Speech to the "Incident," p. "The Alarm Cloc from BEYOND THE "City of Harlem "Pericles on 31

ONTENT	ACTIVITIES AND MATERIALS
the stereotyped ideas of ican is.	"Is There An American Stock?" p. 16 "In Search of a Majority: An Address," p. 26
ections by Indian writers s their thoughts.	"What the Indian Means to America," p. 59 "The Soul of the Indian," p. 278 "Now that the Buffalo's Gone," p. 329
	SFS 768-458 AMERICAN INDIANS, Part 1 SFS 768-459 AMERICAN INDIANS, Part 2
an appreciation of the , frustrations, and rewards on of diverse peoples into e.	A NATION OF NATIONS: ETHNIC LITERATURE IN AMERICA "Evenin' Air Blues," p. 40 "Immigrants," p. 83 "Puerto Rican Paradise," p. 116 "Christ in Concrete," p. 122 from CHINATOWN FAMILY, p. 152 from THE SUBWAY TO THE SYNAGOGUE, p. 167 "The Fractional Man," p. 181 "Danny O'Neill Was Here," p. 190 "The Three Swimmers and the Educated Grocer," p. 201 "Theme for English B," p. 213 "Debate with the Rabbi," p. 277 "Black Power," p. 306 "The Return to the Source," p. 331 from THE AMERICAN IRISH, p. 345 "Speech to the Court," p. 361 "Incident," p. 363 "The Alarm Clock," p. 379 from BEYOND THE MELTING POT, p. 428 "City of Harlem," p. 452 "Pericles on 31st Street," p. 477

GOALS AND CONTENT	ACTIVITIES AND
	ACTIVITIES: 1. Interview two person who came to America man recent immigrant, and give an class of their experiences and 2. Interview a member of a mi give an oral presentation to t individual's thoughts about Am his particular background. F 372-107 IMMIGRANT: THE
VII. The student reads one novel from the twentieth century and analyzes it from the standpoint of character, theme, style, and its relevancy to other American literature of this time.	TENDER IS THE NIGHT TENDER IS THE NIGHT/FITZGERALD ALL THE KING'S MEN F 272-128 POLITICS, POWER (Restricted availability; orde Head, Communication Skills) THE THIRD LIFE OF GRANGE COPEL

CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITIES: 1. Interview two individuals, one older person who came to America many years ago and one recent immigrant, and give an oral presentation to the class of their experiences and impressions. 2. Interview a member of a minority ethnic group and give an oral presentation to the class of this individual's thoughts about America as it relates to his particular background. F 372-107 IMMIGRANT: THE LONG LONG JOURNEY
ads one novel from the ury and analyzes it point of character, and its relevancy to literature of this time.	TENDER IS THE NIGHT TENDER IS THE NIGHT/FITZGERALD, TEACHER-STUDENT PACKAGE ALL THE KING'S MEN F 272-128 POLITICS, POWER, AND THE PUBLIC GOOD (Restricted availability; order through The Department Head, Communication Skills) THE THIRD LIFE OF GRANGE COPELAND

52

53

ENGLISH LITERATURE 1

05041

COURSE DESCRIPTION

Study the superhuman deeds of Anglo-Saxon superhero Beowulf. Travel on a pilgrimage with Chaucer's Canterbury pilgrims. Participate in the age-old battle of the sexes through Shakespeare's TAMING OF THE SHREW. Read the carefree love poems of the Cavalier poets. Discover the satire in Swift's proposal to "roast, bake, or stew' small children to cut down on the population. Moving to the present, view Black-White relations in South Africa in the Twentieth Century novel CRY, THE BELOVED COUNTRY. All this and more in English Literature I, intended for any student in Grades 12 or 11, but especially useful to the college-bound senior.

GOALS

The student becomes familiar with selected literary works by English writers.

He recognizes that the writings of an era reflect ideas, customs, events of that era.

He developes his knowledge of literary forms, styles and techniques.

He analyzes the relationships of literary form to content.

He learns a little about the history of the English language.

Materials

Title	Use
ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. Scott, Foresman and Company.	Students
TEACHER'S RESOURCE BOOK TO ACCOMPANY ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. Scott, Foresman and Company.	Teacher
CRY, THE BELOVED COUNTRY. Charles Scribner's Sons.	Students
CRY, THE BELOVED COUNTRY, MONARCH REVIEW NOTES. Monarch Press.	Teacher

GOALS AND CONTENT	ACTIVITIES AND M
UNIT ONE: THE ANGLO-SAXON AGE	NOTE: All selections and page guide are references to ENGLAND OF THE SHREW EDITION unless oth "Background," p. 55 F 364-123 MYSTERY OF STONE F 364-124 MYSTERY OF STONE
I. The student recognizes the epic qualities of BEOWULF.	BEOWULF, pp. 4-34 "The Poetry of BEOWULF," pp. 40 "The Epic," p. 11
A. He defines epic and applies his definition to BEOWULF.	
B. He reads and reacts to literary criticism of BEOWULF. His reaction may be oral and/or written.	"BEOWULF and Its Critics," pp. ACTIVITY: #6 on page 39
C. He reads a modern version of BEOWULF and may react to it.	BEOWULF, p. 42 ACTIVITIES: 1. Attempt a retelling of the form. 2. Create a superhero of your his superhuman powers and t and its rationale, his asso his superhuman activities. 3. Also see "Writing Activitie
II. The student views the reflection of Anglo-Saxon life in the poetry of the era.	"The Ruin," pp. 43-44 "The Wife's Complaint," p. 45 "The Wanderer," pp. 46-47 "The Wanderer," p. 48

NTENT	ACTIVITIES AND MATERIALS
AXON AGE	NOTE: All selections and page numbers given in this guide are references to ENGLAND IN LITERATURE; TAMING OF THE SHREW EDITION unless otherwise noted. "Background," p. 55 F 364-123 MYSTERY OF STONEHENGE, PART I F 364-124 MYSTERY OF STONEHENGE, PART II
izes the epic qualities	BEOWULF, pp. 4-34 "The Poetry of BEOWULF," pp. 40-41 "The Epic," p. 11
c and applies his definition	
eacts to literary criticism is reaction may be oral and/	"BEOWULF and Its Critics," pp. 36-38 ACTIVITY: #6 on page 39
ern version of BEOWULF and t.	BEOWULF, p. 42 ACTIVITIES: 1. Attempt a retelling of the original BEOWULF in verse form. 2. Create a superhero of your own. Include his name, his superhuman powers and their origin, his costume and its rationale, his associates, and one or two of his superhuman activities. 3. Also see "Writing Activities 1-9," on p. 39
the reflection of Anglo- poetry of the era.	"The Ruin," pp. 43-44 "The Wife's Complaint," p. 45 "The Wanderer," pp. 46-47 "The Wanderer," p. 48

GOALS AND CONTENT	ACTIVITIES AND
A. He defines lyric and applies his definition to poems.	"Anglo-Saxon Lyrics," p. 44
B. He attempts to solve Anglo-Saxon riddles.	"Anglo Saxon Riddles," p. 49
	ACTIVITY: Write a riddle about aloud and have the class and t Include, as did the Anglo-Saxo could both lead and mislead th
III. The student compares Anglo-Saxon prose with Anglo-Saxon poetry.	"The Conversion of King Edwin,"
A. He defines analogy and appies his definition to the selection.	
B. He compares a poetic version with a prose version of a similar subject.	"Dark Age Glosses on the Vener
	ACTIVITIES: 1. Compare the above poem wit "Persuasion," p. 343 2. See "Writing" on p. 54
IV. The student pursues individual projects.	
A. He may compare Old Irish poetry with Anglo-Saxon poetry.	"Old Irish Poetry," p. 56
B. He may study the craftsmanship of the early Anglo-Saxons.	"The Treasure of Sutton Hoo,"
C. He may trace the changing English language through the Anglo-Saxon age.	"The Changing English Language,

CONTENT	ACTIVITIES AND MATERIALS
lyric and applies his to poems.	"Anglo-Saxon Lyrics," p. 44
to solve Anglo-Saxon	"Anglo Saxon Riddles," p. 49
	ACTIVITY: Write a riddle about a modern object. Read it aloud and have the class and teacher try to guess it. Include, as did the Anglo-Saxons, concrete clues which could both lead and mislead the class. (See #1, p. 49)
pares Anglo-Saxon prose poetry.	"The Conversion of King Edwin," pp. 51-53
nalogy and appies his to the selection.	
a poetic version with sion of a similar subject.	"Dark Age Glosses on the Venerable Bede," p. 54 ACTIVITIES: 1. Compare the above poem with Wordsworth's sonnet "Persuasion," p. 343 2. See "Writing" on p. 54
ues individual projects.	
re Old Irish poetry with poetry.	"Old Irish Poetry," p. 56
the craftsmanship of the -Saxons.	"The Treasure of Sutton Hoo," pp. 57-58
the changing English lan- gh the Anglo-Saxon age.	"The Changing English Language," pp. 59-61

GOALS AND CONTENT	ACTIVITIES AND M
UNIT TWO: MEDIEVAL ENGLAND	"Background," pp. 121-122
I. The student recognizes CANTERBURY TALES as a vivid picture of Medieval life and times.	"The Prologue," pp. 64-77 FS 649-107 MEDIEVAL WORLD F 150-119 MEDIEVAL WORLD F 150-118 MEANING OF FEUDA F 256-111 MEDIEVAL MANOR F 369-106 MEDIEVAL ENGLAND
A. He explains how Chaucer's background enabled him to portray travelers of such varied backgrounds.	"Geofrey Chaucer," p. 127
B. He defines the framework story.	"Chaucer's Popularity," p. 66
C. He identifies physical details and character traits of each pilgrim.	ACTIVITY: Write in an approxi language, a description of a cl to read their descriptions to t to recognize themselves or thei descriptions. Please remind st writing about living, feeling p keep their satire mild. The te the descriptions in draft form aloud.)
D. He recognizes the satire in Chaucer's characterizations.	"Chaucer the Satirist," p. 76 ACTIVITIES: 1. Discuss--which character(s) with irony? Why did he use with others? 2. See discussion questions o 3. Students may choose from w

CONTENT	ACTIVITIES AND MATERIALS
ENGLAND	"Background," pp. 121-122
ognizes CANTERBURY d picture of Medieval	"The Prologue," pp. 64-77 FS 649-107 MEDIEVAL WORLD F 150-119 MEDIEVAL WORLD F 150-118 MEANING OF FEUDALISM F 256-111 MEDIEVAL MANOR F 369-106 MEDIEVAL ENGLAND: THE PEASANTS' REVOLT
how Chaucer's back- led him to portray f such varied backgrounds.	"Geoffrey Chaucer," p. 127
the framework story.	"Chaucer's Popularity," p. 66
es physical details and traits of each pilgrim.	ACTIVITY: Write in an approximation of Chaucer's language, a description of a classmate. (Ask students to read their descriptions to the class. Students try to recognize themselves or their classmates from these descriptions. Please remind students that they are writing about living, feeling persons and urge them to keep their satire mild. The teacher may want to review the descriptions in draft form prior to the reading aloud.)
es the satire in Chaucer's ations.	"Chaucer the Satirist," p. 76 ACTIVITIES: 1. Discuss--which character(s) did Chaucer not treat with irony? Why did he use irony with some and not with others? 2. See discussion questions on p. 77. 3. Students may choose from writing activities on p. 78.

GOALS AND CONTENT	ACTIVITIES AND M
II. The student selects for analysis one or both of the pilgrims' tales he reads.	
A. He recognizes the moral of "The Pardoner's Tale."	"The Pardoner's Tale," pp. 78-8
1. He defines avarice.	F 358-103 CHAUCER'S ENGLAN PRESENTATION OF
2. He applies the moral to the tale.	See "Discussion," question 4, o
B. He will identify irony in "The Pardoner's Tale."	ACTIVITIES: Discussion questio Writing assignments may be chos on p. 86
	"The Wife of Bath's Prologue," p
C. He describes the character of the Wife of Bath, drawing his information from her own words.	SUGGESTED FILM: F 371-101 MIDDLE AGES: A WA LETTERS (include ACTIVITY: Write a newspaper int Bath, presenting her as a moder Liberation. Prepare questions her answers.
D. He identifies the theme of her tale.	"The Wife of Bath's Tale," pp. ACTIVITIES: 1. Discussion questions 1-5 on 2. Prepare an oral dialogue bet or more of her husbands, fol in "Readers' Theater," secti

CONTENT	ACTIVITIES AND MATERIALS
ects for analysis one or grims' tales he reads.	
s the moral of "The ale."	"The Pardoner's Tale," pp. 78-86
es avarice.	F 358-103 CHAUCER'S ENGLAND: WITH A SPECIAL PRESENTATION OF THE PARDONER'S TALE
es the moral to the tale.	See "Discussion," question 4, on p. 86
tify irony in "The Pardoner's	ACTIVITIES: Discussion questions 1-6 on p. 86 Writing assignments may be chosen from numbers 1-3 on p. 86
	"The Wife of Bath's Prologue," pp. 87-93
the character of the Wife wing his information from s.	SUGGESTED FILM: F 371-101 MIDDLE AGES: A WANDERER'S GUIDE TO LIFE & LETTERS (includes "The Wife of Bath")
	ACTIVITY: Write a newspaper interview with the Wife of Bath, presenting her as a modern advocate of Women's Liberation. Prepare questions and, of course, record her answers.
s the theme of her tale.	"The Wife of Bath's Tale," pp. 93-97
	ACTIVITIES: 1. Discussion questions 1-5 on p. 98 2. Prepare an oral dialogue between Dame Alice and one or more of her husbands, following the suggestions in "Readers' Theater," section on p. 98.

GOALS AND CONTENT	ACTIVITIES AND MA
	3. Students may choose assignme suggestions on p. 98. 4. Students may choose roles an characters from the "Prologu Such a performance might be 5. Students interested in furth report on "How Original Was and/or on "Chaucer and His T
III. The student identifies major types of medieval poetry.	
A. He recognizes major themes in medieval lyrics.	"Lyrics," pp. 99-105
1. He identifies poems of love and beauty.	ACTIVITIES: Compare "The Land of Cockayne" w "The Big Rock Candy Mountain"
2. He identifies poems that satirize women.	See "Discussion," questions 1-5
B. He recognizes the ballad stanza.	"The Ballad Stanza," p. 106 "Popular Ballads," pp. 106-110
1. He reads aloud poems in the Scottish dialect.	See "Reader's Theatre" on p. 111
2. He analyzes the characteristics of the ballad.	See "Discussion," questions 1-7,

TENT	ACTIVITIES AND MATERIALS
	3. Students may choose assignment 1 or 2 from writing suggestions on p. 98. 4. Students may choose roles and play the parts of characters from the "Prologue" or from the two tales. Such a performance might be videotaped. 5. Students interested in further research may read and report on "How Original Was Chaucer?" pp. 123-124, and/or on "Chaucer and His Translators," p. 124
fies major types of	
major themes in medieval	"Lyrics," pp. 99-105
ies poems of love and beauty.	ACTIVITIES: Compare "The Land of Cockayne" with a recording of "The Big Rock Candy Mountain"
ies poems that satirize	See "Discussion," questions 1-5 on p. 105
the ballad stanza.	"The Ballad Stanza," p. 106 "Popular Ballads," pp. 106-110
loud poems in the Scottish	See "Reader's Theatre" on p. 111 for hints on oral reading.
s the characteristics of .	See "Discussion," questions 1-7, p. 111

GOALS AND CONTENT	ACTIVITIES AND
IV. The student pursues individual projects.	
A. He may write a modern ballad dealing with a current event.	See "Writing" on p. 111
B. He may research the ballad form.	"The Popular Ballads," p. 125
C. He may trace the changes in the English language through the Medieval age.	"The Changing English Language
V. The student recognizes the chivalric elements in medieval prose.	
A. He analyzes the use of chivalry in Malory's "Slander and Strife."	"Slander and Strife," pp. 112-
B. He compares Malory's prose with that of T. H. White.	"from THE ONCE AND FUTURE KING "Sir Thomas Malory," p. 127
	ACTIVITIES: Compare the heroi times with that of knighthood. the form of a discussion or a specific incidents from the wo your thesis.
UNIT THREE: THE ELIZABETHAN AGE	Read: "Background," p. 227 SFS 768-424 DAILY LIFE IN E F 371-115 ELIZABETH: THE FPL THE ENGLAND OF
I. The student compares several types of Elizabethan poetry.	

CONTENT	ACTIVITIES AND MATERIALS
ues individual projects.	
a modern ballad dealing nt event.	See "Writing" on p. 111
rch the ballad form.	"The Popular Ballads," p. 125
the changes in the uage through the Medieval	"The Changing English Language," pp. 126-127
gnizes the chivalric ieval prose.	
the use of chivalry in lander and Strife."	"Slander and Strife," pp. 112-117
Malory's prose with that ite.	"from THE ONCE AND FUTURE KING," pp. 118-120 "Sir Thomas Malory," p. 127
	ACTIVITIES: Compare the heroic ideal of Anglo-Saxon times with that of knighthood. This comparison may take the form of a discussion or a paper. Be sure to cite specific incidents from the works you use to back up your thesis.
ABETHAN AGE	Read: "Background," p. 227 SFS 768-424 DAILY LIFE IN ELIZABETHAN ENGLAND F 371-115 ELIZABETH: THE QUEEN WHO SHAPED AN AGE FPL THE ENGLAND OF ELIZABETH
ares several types of try.	

GOALS AND CONTENT	ACTIVITIES AND M
A. He analyzes selected works of the courtly poets.	"Elizabeth and the Courtly Poet
B. He recognizes characteristics of Elizabethan pastoral poetry.	"The Passionate Shepherd to His "The Nymph's Reply to the Sheph
1. He defines pastoral.	ACTIVITY: Write a modern-day ve proposal and/or the reply. (Id write the proposals. Mix propo young women to write the replie mimeograph the best for class u
2. He compares two pastoral poems.	
3. He reads a parody of "The Passionate Shepherd to His Love" in "The Bait."	"The Bait," p. 237
C. He analyzes Elizabethan songs of love.	"Songs and Lyrics," pp. 143-145
1. He defines paradox and applies his definition to "Love is a Sickness."	
2. He defines lament and applies his definition to "Dirge for Cymbeline."	
D. The student recognizes the allegorical nature of "The Faerie Queen."	"The Faerie Queen," pp. 138-142
1. He defines allegory and applies his definition to the selection.	"Allegory," p. 142
2. He recognizes the Spenserian stanza.	"The Spenserian Stanza," p. 140

NTENT	ACTIVITIES AND MATERIALS
elected works of the .	"Elizabeth and the Courtly Poets," pp. 130-131
characteristics of astoral poetry.	"The Passionate Shepherd to His Love," p. 143 "The Nymph's Reply to the Shepherd," p. 143
s pastoral.	ACTIVITY: Write a modern-day version of the shepherd's proposal and/or the reply. (Idea--have the young men write the proposals. Mix proposals up and give to the young women to write the replies. Read aloud or mimeograph the best for class use.)
es two pastoral poems.	
a parody of "The Passionate to His Love" in "The Bait."	"The Bait," p. 237
lizabethan songs of love.	"Songs and Lyrics," pp. 143-145
s paradox and applies his n to "Love is a Sickness."	
s lament and applies his n to "Dirge for Cymbeline."	
ecognizes the allegorical e Faerie Queen."	"The Faerie Queen," pp. 138-142
s allegory and applies his n to the selection.	"Allegory," p. 142
izes the Spenserian stanza.	"The Spenserian Stanza," p. 140

GOALS AND CONTENT	ACTIVITIES AND
	ACTIVITY: 1. Attempt a verse in Spenser 2. Write a brief allegory, us of modern characters and i
E. He recognizes the major forms of sonnets.	"Sir Philip Sidney," pp. 134-1 "Edmund Spenser," p. 137
1. He recognizes the Italian or Petrarchan sonnet form.	
2. He defines iambic pentameter.	
3. He identifies and marks the rhyme schemes of various sonnet forms.	
4. He identifies the Shakespearean or English sonnet form.	"Shakespeare's Sonnets," pp. 1 ACTIVITY: Attempt a sonnet in either Ita
II. The student reads and reacts to a Shakespearean play.	THE TAMING OF THE SHREW, pp. 1
A. The student does some research on the Elizabethan theatre.	F 260-133 SHAKESPEARE'S T FPL UNDERSTANDING S FPL HEART OF ENGLAN (Filmstrips are often availabl ACTIVITY: Panel reports with v research on history of the the all lend themselves to further Elizabethan theatre.

NTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: 1. Attempt a verse in Spenserian stanza. 2. Write a brief allegory, using allegorical equivalents of modern characters and incidents.
the major forms of sonnets.	"Sir Philip Sidney," pp. 134-136 "Edmund Spenser," p. 137
izes the Italian or n sonnet form.	
s iambic pentameter.	
fies and marks the rhyme f various sonnet forms.	
fies the Shakespearean or onnet form.	"Shakespeare's Sonnets," pp. 146-149
	ACTIVITY: Attempt a sonnet in either Italian or English form.
and reacts to a y.	THE TAMING OF THE SHREW, pp. 150-213
oes some research on the heatre.	F 260-133 SHAKESPEARE'S THEATRE FPL UNDERSTANDING SHAKESPEARE: HIS STAGECRAFT FPL HEART OF ENGLAND (SHAKESPEARE COUNTRY) (Filmstrips are often available through school libraries.) ACTIVITY: Panel reports with visual aids, scale drawings, research on history of the theatre (morality plays, etc.), all lend themselves to furthering understanding of the Elizabethan theatre.

GOALS AND CONTENT	ACTIVITIES AND M
B. The student does some reading on the life of William Shakespeare.	FPL & F355-148 WILLIAM SHAPESPE FPL SHAKESPEARE: SOU (Filmstrips are often available ACTIVITY: Reports, as well as f saving way to share and dispens
C. The student reads aloud from THE TAMING OF THE SHREW.	THE TAMING OF THE SHREW, pp. 15 F 373-117 MAN AND WOMAN
1. He reads each scene and prepares a synopsis of it.	TEACHER'S RESOURCE BOOK TO ACCO TAMING OF THE SHREW EDITION - N the student write a one-line sy action.
2. He follows the two romantic plots as they interweave.	See "Discussion," question 2, p
a. Kate-Petruchio, an action plot.	
b. Bianca-Lucenzio, an intrique plot.	
3. He classifies the play as a comedy or a tragedy.	
a. He defines comedy.	
b. He defines tragedy.	
c. He analyzes the play, following the definitions.	
d. He categorizes the play.	

NTENT	ACTIVITIES AND MATERIALS
oes some reading on the iam Shakespeare.	FPL & F355-148 WILLIAM SHAPESPEARE FPL SHAKESPEARE: SOUL OF AN AGE (Filmstrips are often available through school libraries.) ACTIVITY: Reports, as well as films, will prove a time-saving way to share and dispense information.
eads aloud from THE TAMING OF	THE TAMING OF THE SHREW, pp. 150-213 F 373-117 MAN AND WOMAN
each scene and prepares a of it.	TEACHER'S RESOURCE BOOK TO ACCOMPANY ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION - NOTE: It is suggested that the student write a one-line synopsis of each scene's action.
s the two romantic plots as rweave.	See "Discussion," question 2, p. 215
Petruchio, an action plot.	
a-Lucenzio, an intrique plot.	
lfies the play as a comedy or y.	
efines comedy.	
efines tragedy.	
nalyzes the play, following the nitions.	
ategorizes the play.	

GOALS AND CONTENT	ACTIVITIES AND
4. He discusses the action of the play.	See "Discussion," questions 1-
5. He discusses the theme of the play.	
a. He discusses it in terms of the setting.	ACTIVITY: 1. Compare Kate with the Wife question #8, p. 215
b. He discusses it in terms of today's society.	2. How would a woman of today to Kate's speech in Act 5, Write a dialogue between G might do research reading magazine articles or her b
D. The student pursues independent projects for an in-depth look at the play.	
1. He does some reading on the use of names in Shakespeare's works.	"What's in a Name?" p. 216
2. He prepares a scene for class presentation.	See 4 under "Readers' Theater," taping a performance for showi See 8 under "Writing," p. 215
3. He does a research on the use of puns and proverbs in the play.	
4. He does research on an idea he has previously submitted to the teacher for approval.	See "Writing," p. 215, "Reader TEACHER'S RESOURCE BOOK for id

ONTENT	ACTIVITIES AND MATERIALS
ses the action of the	See "Discussion," questions 1-11, p. 215
ses the theme of the	
iscusses it in terms of etting.	ACTIVITY: 1. Compare Kate with the Wife of Bath. See "Discussion," question #8, p. 215
iscusses it in terms of 's society.	2. How would a woman of today--even a feminist--respond to Kate's speech in Act 5, Scene 2, lines 136-179? Write a dialogue between Germaine Greer and Kate. (You might do research reading on Greer's opinions in magazine articles or her books.)
pursues independent projects pth look at the play.	
some reading on the use of Shakespeare's works.	"What's in a Name?" p. 216
res a scene for class pre- n.	See 4 under "Readers' Theater," p. 215. Consider videotaping a performance for showing to other classes. See 8 under "Writing," p. 215
a research on the use of puns erbs in the play.	
research on an idea he has ly submitted to the teacher oval.	See "Writing," p. 215, "Readers' Theater," p. 215, and TEACHER'S RESOURCE BOOK for ideas.

GOALS AND CONTENT	ACTIVITIES AND
III. The student identifies various types of Elizabethan prose.	
A. He identifies characteristics of the essay.	"The essay," p. 219 "Of Parents and Children," pp. "Of Studies," p. 220
1. He recognizes elements of the formal essay.	
2. He lists characteristics of the informal essay.	ACTIVITY: Write an essay of n the formal manner of Bacon. Su Of Honesty Of Friendship Of Ambition Of Pride Of Success
B. He reads a selected passage from an early English novel.	"from THE UNFORTUNATE TRAVELLE
C. He compares translations of THE BIBLE.	"The Creation of the World," pp "Translations of the Bible," p. ACTIVITIES: 1. Compare a passage from "Gene BIBLE with the same passage as THE NEW ENGLISH BIBLE. N richness of language.

ONTENT	ACTIVITIES AND MATERIALS
tifies various types of e.	
s characteristics of the	"The essay," p. 219 "Of Parents and Children," pp. 218-219 "Of Studies," p. 220
nizes elements of the formal	
characteristics of the essay.	ACTIVITY: Write an essay of no more than 500 words in the formal manner of Bacon. Suggested topics: Of Honesty Of Friendship Of Ambition Of Pride Of Success
elected passage from an h novel.	"from THE UNFORTUNATE TRAVELLER," pp. 221-111
translations of THE BIBLE.	"The Creation of the World," pp. 223-225 "Translations of the Bible," p. 226 ACTIVITIES: 1. Compare a passage from "Genesis" in THE KING JAMES BIBLE with the same passage in a modern edition, such as THE NEW ENGLISH BIBLE. Note the difference in the richness of language.

GOALS AND CONTENT	ACTIVITIES AND MA
	2. Bring a copy of James Weldo Creation" to class and comp of "Genesis" in THE KING JA films of Johnson's poem are F 272-162 POETRY BY AMERICA (includes "The C 3. Utilize this version of the PARADISE LOST later in the
IV. The student may pursue independent study in the field of language.	"The Changing English Language,"
UNIT FOUR: THE SEVENTEENTH CENTURY	"Background," pp. 269-270
I. The student recognizes the distinctive style of the metaphysical poets.	"The Metaphysical Poets," pp. 2
A. He will recognize the paradox as a major element of metaphysical poetry. 1. He defines paradox. 2. He identifies the paradox in the poetry. B. He recognizes the conceit as a major element.	

NTENT	ACTIVITIES AND MATERIALS
	2. Bring a copy of James Weldon Johnson's "The Creation" to class and compare it to the version of "Genesis" in THE KING JAMES BIBLE. Records and films of Johnson's poem are available. F 272-162 POETRY BY AMERICANS: JAMES WELDON JOHNSON (includes "The Creation") 3. Utilize this version of the creation when reading PARADISE LOST later in the semester.
ursue independent study in uage.	"The Changing English Language," pp. 229-230
TEENTH CENTURY	"Background," pp. 269-270
gnizes the distinctive aphysical poets.	"The Metaphysical Poets," pp. 236-244
gnize the paradox as a major etaphysical poetry.	
es paradox.	
ifies the paradox in the	
s the conceit as a major ele-	

GOALS AND CONTENT	ACTIVITIES AND M
1. He defines conceit.	
2. He identifies conceit in the poetry.	
C. He identifies the metaphorical content "Meditation 17."	"Meditation 17," p. 241
1. He identifies the two major metaphors.	F 172-117 & FPL NO MAN IS AN I SL 871-800 NO MAN IS AN I
2. He discusses the meaning and effectiveness of the two major metaphors.	SL 871-801 NO MAN IS AN I
II. The student identifies the style and content of Cavalier Poetry.	"Songs and Lyrics," pp. 245-247
A. He recognizes the classic form of Cavalier poetry.	
B. He recognizes the subject matter glorified in Cavalier poetry.	
1. He identifies themes of carefree love.	"The Constant Lover," p. 245 "What Care I?" p. 246 "To the Virgins to Make Much o
2. He identifies themes of carefree life.	
III. The student recognizes the epic qualities of PARADISE LOST.	PARADISE LOST pp. 249-255

NTENT	ACTIVITIES AND MATERIALS
s conceit.	
ifies conceit in the poetry.	
the metaphorical content 7."	"Meditation 17," p. 241
ifies the two major metaphors.	F 172-117 & FPL NO MAN IS AN ISLAND SL 871-800 NO MAN IS AN ISLAND
ses the meaning and effective- he two major metaphors.	SL 871-801 NO MAN IS AN ISLAND
ifies the style and content y.	"Songs and Lyrics," pp. 245-247
the classic form of Cava-	
the subject matter glorified oetry.	
ifies themes of carefree love.	"The Constant Lover," p. 245 "What Care I?" p. 246 "To the Virgins to Make Much of Time," p. 247
ifies themes of carefree life.	
nizes the epic qualities of	PARADISE LOST pp. 249-255

GOALS AND CONTENT	ACTIVITIES AND
A. He identifies the narrative form.	
B. He identifies the setting as the Universe.	NOTE: An explanation of Milton clarify the setting for the st
C. He identifies the lines in which Milton states the theme as the fall of man.	
D. He identifies the poem's structure as beginning *in medias res*.	"Note," p. 249
E. He compares Milton's version with a modern version of the fall of man.	"The Fortunate Fall," p. 255 ACTIVITY: 1. Do a dramatic reading of th p. 255. 2. Compare Milton's version o the story told in THE KING
IV. The student recognizes the ode form.	
A. He defines the *ode*.	"The Ode," p. 257
B. He applies his definition to a 17th Century Ode.	"A Song for St. Cecelia's Day,"
C. He defines *onomatopoeia*.	"Discussion," question 3, p. 25
D. He discovers onomatopoetic words in the selection.	

TENT	ACTIVITIES AND MATERIALS
the narrative form.	
the setting as the	NOTE: An explanation of Milton's cosmography would clarify the setting for the student.
the lines in which Milton ne as the fall of man.	
the poem's structure as edias res.	"Note," p. 249
lton's version with a of the fall of man.	"The Fortunate Fall," p. 255 ACTIVITY: 1. Do a dramatic reading of the temptation scene; see p. 255. 2. Compare Milton's version of the fall of man with the story told in THE KING JAMES BIBLE, pp. 223-225.
izes the ode form.	
ode.	"The Ode," p. 257
definition to a 17th	"A Song for St. Cecelia's Day," pp. 256-257
natopoeia.	"Discussion," question 3, p. 257
nomatopoetic words in	

GOALS AND CONTENT	ACTIVITIES AND
V. The student views 17th-Century London through its prose.	
A. He studies the character of a diary's author through his own words.	THE DIARY OF SAMUEL PEPYS, pp.
1. He discusses the political events noted.	
2. He discusses Pepys' relationship with his wife.	
B. He attempts accurate recording of daily events in a diary.	ACTIVITY: Keep a diary for a Pepys'. Honestly describe you and people.
VI. The student pursues individual projects.	
A. He may study metaphysical poets and their critics.	"Metaphysical Wit," p. 271
B. He may trace the changing English language through the 17th Century.	"The Changing English Language
UNIT FIVE: THE EIGHTEENTH CENTURY	Read: "Background," pp. 331-33
I. The student perceives the Age of Reason as it is reflected in the writings of the 18th Century.	

TENT	ACTIVITIES AND MATERIALS
17th-Century London through	
character of a diary's his own words.	THE DIARY OF SAMUEL PEPYS, pp. 258-268
es the political events	
es Pepys' relationship with	
ccurate recording of daily iary.	ACTIVITY: Keep a diary for a week, modeling it after Pepys'. Honestly describe your feelings toward events and people.
s individual projects.	
etaphysical poets and	"Metaphysical Wit," p. 271
the changing English gh the 17th Century.	"The Changing English Language," p. 272
NTH CENTURY	Read: "Background," pp. 331-332
lves the Age of Reason as it he writings of the 18th	

GOALS AND CONTENT	ACTIVITIES AND M
A. He examines satire as a dominant type of writing.	
1. He defines satire.	
2. He applies his definition to the selections.	
3. He explains the use of "Modest" in Swift's title.	"A Modest Proposal," pp. 278-28 ACTIVITY: Read sections of "A Have another student pantomime selections read.
4. He reads satire published in early periodicals.	"Joseph Addison," pp. 287-290 ACTIVITY: Write a periodical e follies in today's society--eve works could be collected and mi TATLER or they might be printed
B. He examines the effect of verisimilitude in Defoe's writing.	"from JOURNAL OF THE PLAGUE YEA
1. He defines verisimilitude.	
2. He applies his definition to the selection.	
3. He attempts writing in the style of verisimilitude.	See "Writing," on p. 286
C. He identifies "The Rape of the Lock" as a mock epic.	"Alexander Pope," pp. 291-298

TENT	ACTIVITIES AND MATERIALS
tire as a dominant g.	
satire.	
his definition to the .	
s the use of "Modest" in tle.	"A Modest Proposal," pp. 278-282 ACTIVITY: Read sections of "A Modest Proposal" aloud. Have another student pantomine his reactions to the selections read.
atire published in early s.	"Joseph Addison," pp. 287-290 ACTIVITY: Write a periodical essay satirizing one of the follies in today's society--even in your school. (Students' works could be collected and mimeographed into a modern TATLER or they might be printed in the school's newspaper.)
e effect of verisimilitude ting.	"from JOURNAL OF THE PLAGUE YEAR," pp. 283-286
verisimilitude.	
his definition to the	
s writing in the style of tude.	See "Writing," on p. 286
"The Rape of the Lock" as	"Alexander Pope," pp. 291-298

GOALS AND CONTENT	ACTIVITIES AND M
1. He notes the devices of the mock epic.	
2. He discusses how Pope adapted epic devices to the mock epic: a. Invocation of the muse b. Statement of theme c. Statement of the epic question d. Elevated language e. Intervention of supernatural beings f. A hero who seems "larger than life." g. Boastful speeches by great warriors h. Descriptions of armor i. Detailed history of heroes' weapons j. Great battles k. Personal combats	See "Writing," 3, p. 296
D. He discusses satire in the selection.	"Satire," p. 293
1. He defines irony.	
2. He defines sarcasm.	
3. He defines burlesque.	
4. He defines parody.	
5. He cites examples of the above in the selection.	

CONTENT	ACTIVITIES AND MATERIALS
es the devices of the mock epic.	
cusses how Pope adapted epic s to the mock epic:	See "Writing," 3, p. 296
ocation of the muse tement of theme tement of the epic question vated language ervention of supernatural beings ero who seems "larger than life." stful speeches by great warriors criptions of armor ailed history of heroes' weapons at battles sonal combats	
es satire in the selection.	"Satire," p. 293
ines irony.	
ines sarcasm.	
ines burlesque.	
ines parody.	
es examples of the above in the ion.	

GOALS AND CONTENT	ACTIVITIES AND
E. He identifies the heroic couplet.	"Quotable Pope," p. 296
1. He discusses the maxims from two viewpoints.	ACTIVITY: Write a composition
a. He discusses the maxims as advice to writers or critics.	
b. He discusses the maxims as general advice for living.	
2. He identifies the epigram.	"Epigram," p. 297
a. He defines epigram.	
b. He explains the humor or cleverness in the selection.	ACTIVITY: Attempt an epigram u famous people as the subject ma
F. He compares two allied prose authors of the Age of Reason.	"Samuel Johnson," pp. 298-303 "James Boswell," pp. 304-308
1. He describes Johnson's personality through his dictionary definitions.	ACTIVITY: Prepare personalized current words in Johnson's mann
2. He compares Johnson's view of London as presented in "London" with Swift's view as presented in "A Modest Proposal."	"from 'London'," p. 303 "A Modest Proposal," pp. 278-28

ONTENT	ACTIVITIES AND MATERIALS
the heroic couplet.	"Quotable Pope," p. 296
sses the maxims from two s.	ACTIVITY: Write a composition based on a Pope maxim.
iscusses the maxims as advice riters or critics.	
iscusses the maxims as general e for living.	
ifies the epigram.	"Epigram," p. 297
efines epigram.	
xplains the humor or clever- in the selection.	ACTIVITY: Attempt an epigram using current events or famous people as the subject matter.
wo allied prose authors of eason.	"Samuel Johnson," pp. 298-303 "James Boswell," pp. 304-308
ibes Johnson's personality is dictionary definitions.	ACTIVITY: Prepare personalized definitions of some current words in Johnson's manner.
res Johnson's view of London nted in "London" with Swift's resented in "A Modest Proposal."	"from 'London'," p. 303 "A Modest Proposal," pp. 278-282

GOALS AND CONTENT	ACTIVITIES AND M
3. He discusses the objectivity of Boswell's biography of Johnson.	See "Discussion," question 1, p
II. The student perceives the differences between 18th Century thought and Pre-Romantic thought.	
A. He compares the classical elegy with Gray's "Elegy..."	"Elegy Written in a Country Chu
1. He defines elegy.	ACTIVITY: Write a brief parody See "Writing," p. 316, for ide
2. He compares the personal lament with Gray's general lament.	
3. He identifies the tone of the poem.	ACTIVITY: Discuss how Gray's u set the mood of his poem.
B. He compares the classical ode with Gray's ode.	"Ode on the Death of a Favorite of Gold Fishes," p. 316
1. He defines ode.	
2. He compares Gray's adaptation of the ode with Pope's adaptation of the epic.	
C. The student recognizes Robert Burns as a poet of the people.	Robert Burns," pp. 317-320 F 162-114 SCOTLAND: BACKGR
1. He reads aloud Burns' dialect poems.	

CONTENT	ACTIVITIES AND MATERIALS
cusses the objectivity of 's biography of Johnson.	See "Discussion," question 1, p. 313
rceives the differences between hought and Pre-Romantic thought.	
the classical elegy with Gray's	"Elegy Written in a Country Churchyard," pp. 314-315
ines elegy.	ACTIVITY: Write a brief parody of Gray's "Elegy..." See "Writing," p. 316, for ideas.
ares the personal lament with general lament.	
tifies the tone of the poem.	ACTIVITY: Discuss how Gray's use of onomatopoeia helps set the mood of his poem.
the classical ode with	"Ode on the Death of a Favorite Cat, Drowned in a Tub of Gold Fishes," p. 316
ines ode.	
ares Gray's adaptation of the th Pope's adaptation of the epic.	
recognizes Robert Burns as a people.	Robert Burns," pp. 317-320 F 162-114 SCOTLAND: BACKGROUND OF LITERATURE
s aloud Burns' dialect poems.	

GOALS AND CONTENT	ACTIVITIES AND
2. He identifies major themes in Burns' poems.	ACTIVITIES: 1. Discuss how Burns' life a his poetry. See Burns' b 2. Act out a scene from one "To a Louse" or pantomine reads the poem.
a. He finds examples of love poems.	
b. He finds examples of poems celebrating the common man.	
D. He compares Blake's "Songs of Innocence" with his "Songs of Experience."	"William Blake," pp. 321-328 FPL A GRAIN OF SAN
1. He compares matched poems.	
a. "Introduction"	See "Discussion," questions 1
b. "The Lamb"	
c. "The Tyger"	
2. He accounts for placement of certain specific poems in "Songs of Innocence" or "Songs of Experience."	See "Discussion," question 9,
3. He compares "Songs of Innocence" with "Songs of Experience," focusing on one specific area.	
a. Tone	
b. Major symbols	
c. Verse forms and rhythm	
4. He reads modern tributes to Blake	"Memo," p. 330 "Lullaby for William Blake," p

TENT	ACTIVITIES AND MATERIALS
ies major tnemes in Burns'	ACTIVITIES: 1. Discuss how Burns' life as a poor farmer enriched his poetry. See Burns' biography, p. 338 2. Act out a scene from one of Burns' poems such as "To a Louse" or pantomine the scene as someone reads the poem.
ds examples of love poems.	
ds examples of poems cele- g the common man.	
ake's "Songs of Innocence" s of Experience."	"William Blake," pp. 321-328 FPL A GRAIN OF SAND (about Blake's Poem)
s matched poems.	
duction"	See "Discussion," questions 1 & 2, on p. 329, for ideas.
amb"	
yger"	
s for placement of certain oems in "Songs of Innocence" of Experience."	See "Discussion," question 9, on p. 329
s "Songs of Innocence" with Experience," focusing on ic area.	
symbols	
forms and rhythm	
odern tributes to Blake.	"Memo," p. 330 "Lullaby for William Blake," p. 330

GOALS AND CONTENT	ACTIVITIES AND
III. The student pursues individual projects.	
A. He may further study biography.	"Boswell as Biographer," pp. 3
B. He may analyze Blake's meanings of innocence and experience.	"What Did Blake Mean by Innoce pp. 335-336
C. He may trace the changing English language through the 18th Century.	"The Changing English Language
UNIT SIX: THE NOVEL (This unit may be taught at any time during Semester I)	
I. The student analyzes a novel.	CRY THE BELOVED COUNTRY
A. He identifies the two major themes in Book I.	R 566-143 LOST IN THE STA
1. He contrasts the new society with the tribal society.	P. 35 and various other pages
2. He contrasts the effects of love and hate within society.	p. 40 and other pages in Book
B. He traces the problems stated in Book II.	
1. He compares the first two pages of Book II with the first pages of Book I.	DISCUSSION: Why did Paton beg similarly? What effect was he ful? At what point does the s
2. He identifies "the problem."	p. 134

CONTENT	ACTIVITIES AND MATERIALS
rsues individual projects.	
ther study biography.	"Boswell as Biographer," pp. 332-335
lyze Blake's meanings of and experience.	"What Did Blake Mean by Innocence and Experience?" pp. 335-336
ce the changing English language e 18th Century.	"The Changing English Language," pp. 336-337
L (This unit may be taught at any r I)	
alyzes a novel.	CRY THE BELOVED COUNTRY
ies the two major themes in	R 566-143 LOST IN THE STARS
trasts the new society with the society.	P. 35 and various other pages in Book I
trasts the effects of love and ithin society.	p. 40 and other pages in Book I
the problems stated in Book II.	
pares the first two pages of I with the first pages of Book I.	DISCUSSION: Why did Paton begin the two books so similarly? What effect was he seeking? Was he successful? At what point does the similarity end?
ntifies "the problem."	p. 134

GOALS AND CONTENT	ACTIVITIES AND
C. He examines the resolution of the conflict in Book III.	
1. He traces the relationship of Jarvis and Kumalo.	
2. He justifies the ending in terms of the book's theme and purpose.	
D. He identifies symbols used in the book.	See the "Glossary" for defini
E. He defines the term omniscient author.	
F. He identifies the author's point of view as omniscient.	
II. The student reacts to the novel.	
A. He writes his reactions to the novel.	WRITING SUGGESTIONS: Alan Pa states, "It is my own belief can resist the power of fear He obviously tries to prove t characters. Write an essay c characters which prove his st Authors often use specific na Look up the story of Absalom "II Samuel: xviii." Reading a reason for Paton's use of t explaining the similarities c

ONTENT	ACTIVITIES AND MATERIALS
the resolution of the book III.	
s the relationship of nd Kumalo.	
fies the ending in terms ook's theme and purpose.	
s symbols used in the	See the "Glossary" for definitions of symbols.
he term omniscient author.	
s the author's point of scient.	
ts to the novel.	
s reactions to the novel.	WRITING SUGGESTIONS: Alan Paton, in his introduction, states, "It is my own belief that the only power that can resist the power of fear is the power of love." He obviously tries to prove this statement through his characters. Write an essay citing actions of his characters which prove his statement. Authors often use specific names for specific purposes. Look up the story of Absalom in the OLD TESTAMENT, "II Samuel: xviii." Reading this source, can you find a reason for Paton's use of the name? Write an essay explaining the similarities of names.

GOALS AND CONTENT	ACTIVITIES AN
	Do some research reading on Africa. (Periodical article GUIDE...) Write a comparison the present or report orally current conditions.
B. He discusses his reactions to the novel.	Class discussions may center the novel, the structure of use of words, the symbolism of the protagonist--his stro generation gap as present in questions brought up by the be a discussion--opener.
	FS 670-131 SOUTH AFRICA:
	TEACHER'S REFERENCE:
	"CRY THE BELOVED COUNTRY and Man's Inhumanity to Man," E pp. 609-616.

CONTENT	ACTIVITIES AND MATERIALS
	Do some research reading on current conditions in South Africa. (Periodical articles may be found in READER'S GUIDE...) Write a comparison of conditions in 1946 and the present or report orally to the class, telling of current conditions.
s his reactions to the	Class discussions may center around the universality of the novel, the structure of the novel, Paton's poetic use of words, the symbolism of the novel, characterization of the protagonist--his strong and weak points, the generation gap as present in the novel, and other questions brought up by the class. The film below might be a discussion--opener. FS 670-131 SOUTH AFRICA: PRICE OF INEQUALITY TEACHER'S REFERENCE: "CRY THE BELOVED COUNTRY and STRANGE FRUIT: Exploring Man's Inhumanity to Man," ENGLISH JOURNAL, December, 1962, pp. 609-616.

Materials Available from Audiovisual Services

Films

F 358-103	CHAUCER'S ENGLAND
F 371-115	ELIZABETH: THE QUEEN WHO SHAPED AN AGE
F 162-108	ENGLAND: BACKGROUND OF LITERATURE
F 360-126	INDUSTRIAL REVOLUTION IN ENGLAND
F 259-120	MAGNA CARTA, PART I
F 259-121	MAGNA CARTA, PART II
F 373-117	MAN AND WOMAN (TAMING OF THE SHREW)
F 372-105	A MATTER OF CONSCIENCE (SIR THOMAS MORE)
F 150-118	MEANING OF FEUDALISM
F 369-106	MEDIEVAL ENGLAND: THE PEASANTS' REVOLT
F 256-111	MEDIEVAL MANOR
F 150-119	MEDIEVAL WORLD
F 371-101	MIDDLE AGES: A WANDERER'S GUIDE TO LIFE AND LETTERS
F 364-123	MYSTERY OF STONEHENGE, PART I
F 364-124	MYSTERY OF STONEHENGE, PART II
F 173-117	NO MAN IS AN ISLAND
F 362-104	NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS

Materials Available from Audiovisual Services

Films

F 362-111	NOVEL: WHAT IT IS, WHAT IT'S ABOUT, WHAT IT DOES
F 372-100	PURITAN REVOLUTION
F 371-104	ROMANTICISM: REVOLT OF THE SPIRIT
F 162-114	SCOTLAND: BACKGROUND OF LITERATURE
F 260-133	SHAKESPEARE'S THEATRE
F 355-108	WILLIAM SHAKESPEARE

Materials Available from Audiovisual Services

Sound Filmstrips

SFS 768-424	DAILY LIFE IN ELIZABETHAN ENGLAND

Filmstrips

FS 660-157	ART OF ENGLAND
FS 363-102	CHARTRES CATHEDRAL
FS 659-113	GOTHIC ARCHITECTURE
FS 649-107	MIDDLE AGES
FS 670-131	SOUTH AFRICA: PRICE OF INEQUALITY

Slides

SL 871-800	NO MAN IS AN ISLAND, PART I
SL 871-801	NO MAN IS AN ISLAND, PART II

Record

R 566-143	LOST IN THE STARS

Films Available from the St. Louis Public Library

THE BRITISH ISLES

CHANGING WORLD OF CHARLES DICKENS

ENGLAND: BACKGROUND OF LITERATURE

A GRAIN OF SAND (WILLIAM BLAKE)

HALL OF KINGS: WESTMINSTER ABBEY, PART II

HEART IS THE HIGHLAND

HEART OF ENGLAND (SHAKESPEARE'S COUNTRY)

LONDON LANDMARKS

LONDON'S COUNTRY

NO MAN IS AN ISLAND

RIME OF THE ANCIENT MARINER

SHAKESPEARE: SOUL OF AN AGE

THE TRAGEDY OF JOHN MILTON

UNDERSTANDING SHAKESPEARE: HIS STAGECRAFT

WILLIAM SHAKESPEARE

ENGLISH LITERATURE 2 05042

COURSE DESCRIPTION

Same as course 05042, continued. Read important works by important writers of the eighteenth, nineteenth, and twentieth centuries. Delve into works by modern English writers. Devote special in-depth study to Shakespeare's OTHELLO and to Maugham's OF HUMAN BONDAGE.

GOALS

The student becomes familiar with selected literary works by English writers.

He recognizes that the writings of an era reflect, ideas, customs, events of that era.

He develops his knowledge of literary forms, styles, and techniques.

He analyzes the relationships of literary form to content.

He learns a little about the history of the English language.

Materials

Title	Use
ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. **Scott, Foresman and Company.**	Students
TEACHER'S RESOURCE BOOK TO ACCOMPANY ENGLAND IN LITERATURE: TAMING OF THE SHREW EDITION. **Scott, Foresman and Company.**	Teacher
OF HUMAN BONDAGE. **Washington Square Press.**	Students, Teacher
OTHELLO (E-Z LEARNER STUDY TEXT). **Coshad, Inc.**	Students, Teacher

GOALS AND CONTENT

TO THE TEACHER: English Literature 2 begins with "The Eighteenth Century" and thus overlaps the last section of English Literature 1. The teacher may wish to review this unit briefly or may wish to begin second-semester course work with "The Romantics," Unit Two.

UNIT ONE: THE EIGHTEENTH CENTURY

I. The student objectively lists the new-found priorities of the Augustan writers. He views the impact of science and reason on this period and recognizes this era as clearly departing from the excesses and fanciful flights of the Elizabethan Age.

  A. The student reads from the works of Jonathan Swift.

    1. He gives examples of the nature and function of irony and explains its relationship to satire.

    2. He distinguishes between situational and verbal irony.

ACTIVITIES AND

NOTE: With respect to artists
classification difficult, the
own judgment. It is cumberso
a writer in accordance with t
convinced that the artist doe
or category to which he is "a

ACTIVITY: Prepare oral repor
fall of the Tories, the growt
"middle class," or the ramifi
Period.

"A Modest Proposal," pp. 278-

ACTIVITY: Prepare an oral re
as a "children's book" and as
status of England in Swift's

ACTIVITY: Discuss the eye in
Laurel and Hardy as a springb
depth.

See "Writing," p. 282

CONTENT

glish Literature 2 begins with
tury" and thus overlaps the
lish Literature 1. The teacher
this unit briefly or may wish
ester course work with "The
o.

TEENTH CENTURY

jectively lists the new-found
the Augustan writers. He views
science and reason on this
ognizes this era as clearly
the excesses and fanciful
Elizabethan Age.

t reads from the works of
wift.

es examples of the nature and
ion of irony and explains its
ionship to satire.

tinguishes between situational
rbal irony.

ACTIVITIES AND MATERIALS

NOTE: With respect to artists whose work makes classification difficult, the teacher should use his own judgment. It is cumbersome at best to try to handle a writer in accordance with textual guidelines when one is convinced that the artist does not belong in the section or category to which he is "assigned."

ACTIVITY: Prepare oral reports sketching the rise and fall of the Tories, the growth of the elusively-termed "middle class," or the ramifications of the Restoration Period.

"A Modest Proposal," pp. 278-280

ACTIVITY: Prepare an oral report on GULLIVER'S TRAVELS as a "children's book" and as a satire on the political status of England in Swift's day.

ACTIVITY: Discuss the eye in satire and its uses. Use Laurel and Hardy as a springboard to studies in greater depth.

See "Writing," p. 282

GOALS AND CONTENT	ACTIVITIES AND
	ACTIVITY: Students can add t satire by becoming familiar w a top-flight satiric periodic
B. The student reads an excerpt from Daniel Defoe's JOURNAL OF THE PLAGUE YEAR and notes how careful handling of detail enforces verisimilitude.	"from JOURNAL OF THE PLAGUE Y
C. The student reads from the works of Joseph Addison.	"Ned Softly the Poet," p. 287
	ACTIVITY: Prepare written or emergence of Addison and Stee SPECTATOR.
	See "Writing," p. 290
D. The student reads selections from the writings of Alexander Pope.	"The Rape of the Lock," pp. 2
1. He defines mock epic.	ACTIVITY: A class discussion quotations from Pope might pr
2. He explains the popularity of the mock epic during the Augustan Age.	
E. The student reads selections from the writings of Samuel Johnson.	from THE DICTIONARY, pp. 298-
F. The student reads selections from the works of James Boswell.	from THE LIFE OF SAMUEL JOHNS
	See "Writing," p. 302

ONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: Students can add to their understanding of satire by becoming familiar with THE NATIONAL LAMPOON, a top-flight satiric periodical.
reads an excerpt from Daniel NAL OF THE PLAGUE YEAR and reful handling of detail isimilitude.	"from JOURNAL OF THE PLAGUE YEAR," pp. 283-286
reads from the works of on.	"Ned Softly the Poet," p. 287
	ACTIVITY: Prepare written or oral reports on the emergence of Addison and Steele's THE TATLER and THE SPECTATOR.
	See "Writing," p. 290
reads selections from the Alexander Pope.	"The Rape of the Lock," pp. 291-296
es mock epic.	ACTIVITY: A class discussion centering around memorable quotations from Pope might prove interesting.
ins the popularity of the c during the Augustan Age.	
reads selections from the Samuel Johnson.	from THE DICTIONARY, pp. 298-299
reads selections from the es Boswell.	from THE LIFE OF SAMUEL JOHNSON, LL.D., pp. 304-308
	See "Writing," p. 302

GOALS AND CONTENT	ACTIVITIES AN
	ACTIVITY: An out-of-class re involve a comparison between JOHNSON, LL.D. and Lytton St biography. "From THE LIFE OF SAMUEL JOH of the Sexes (April 1778)," is almost certain to generat See "Writing," p. 313
II. The student reads from Burns and Blake, noting their Romantic themes and their great differences.	
A. The student reads from the works of Robert Burns.	"A Red, Red Rose," p. 317 "To a Mouse," p. 317 "To a Louse," p. 318 See "Writing," especially su
B. The student studies selected works of William Blake.	from SONGS OF INNOCENCE "The Lamb," p. 321 "The Chimney Sweeper," p. 32 "Holy Thursday," p. 323 from SONGS OF EXPERIENCE "The Tyger," p. 324 "The Chimney Sweeper," 325 "London," p. 326 "The Clod and the Pebble," p "Proverbs of Hell," p. 328 ACTIVITIES: Select one of t either support or deny the p

CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: An out-of-class research project could involve a comparison between Boswell's LIFE OF SAMUEL JOHNSON, LL.D. and Lytton Strachey's later efforts at biography.
	"From THE LIFE OF SAMUEL JOHNSON, LL.D., On Equality of the Sexes (April 1778)," pp. 307-308. (This excerpt is almost certain to generate good discussion.)
	See "Writing," p. 313
eads from Burns and Blake, noting themes and their great differences.	
nt reads from the works of Robert	"A Red, Red Rose," p. 317 "To a Mouse," p. 317 "To a Louse," p. 318
	See "Writing," especially suggestions 2 and 4, p. 320
nt studies selected works of lake.	from SONGS OF INNOCENCE "The Lamb," p. 321 "The Chimney Sweeper," p. 322 "Holy Thursday," p. 323
	from SONGS OF EXPERIENCE "The Tyger," p. 324 "The Chimney Sweeper," 325 "London," p. 326 "The Clod and the Pebble," p. 326 "Proverbs of Hell," p. 328
	ACTIVITIES: Select one of the "Proverbs of Hell" and either support or deny the position it presents.

GOALS AND CONTENT	ACTIVITIES AND
	Prepare an oral report on Blak about religion as these are re
	"Of Literary Interest: Blake-- artist?" p. 321
	Students with interest in art of some of Blake's etchings ar analysis, and/or critique of
UNIT TWO: THE ROMANTICS	
I. Although literary Romanticism is an elusive term to define, the student sees the movement not only as a reaction against Neoclassicism but also as a positive force that emphasized independence and the soul.	ACTIVITY: Prepare oral report Locke, the French Revolution, Romantic Era.
A. The student studies selected writings of William Wordsworth.	"The World Is Too Much With Us "London 1802," p. 342 "The Prelude," p. 350 "Composed Upon Westminster Bri p. 342 "Lines Composed a Few Miles Ab pp. 348-349
1. He analyzes Wordsworth's views of man and of nature.	
	ACTIVITY: Students interested showing their classmates how R in art and music.
	See "Writing," p. 343

CONTENT	ACTIVITIES AND MATERIALS
	Prepare an oral report on Blake's attitudes and feelings about religion as these are revealed in his writings.
	"Of Literary Interest: Blake--the first multimedia artist?" p. 321
	Students with interest in art might search out reproductions of some of Blake's etchings and prepare a presentation, analysis, and/or critique of some of them for the class.
TICS	
ry Romanticism is an elusive the student sees the move- s a reaction against Neo- also as a positive force that pendence and the soul.	ACTIVITY: Prepare oral reports on the influence of Rousseau, Locke, the French Revolution, and Napoleon upon the Romantic Era.
studies selected writings of dsworth.	"The World Is Too Much With Us," p. 342 "London 1802," p. 342 "The Prelude," p. 350
yzes Wordsworth's views of man nature.	"Composed Upon Westminster Bridge, September 3, 1802," p. 342 "Lines Composed a Few Miles Above Tintern Abbey," pp. 348-349
	ACTIVITY: Students interested in the arts might enjoy showing their classmates how Romanticism was reflected in art and music.
	See "Writing," p. 343

GOALS AND CONTENT	ACTIVITIES AN
	ACTIVITY: In connection wit Wordsworth, students might s as a literary theme. Questi one capable of 'sinning'? or innocence?" could be conside works on the theme, such as HUCKLEBERRY FINN, yield much For the very sophisticated r Henry James would form the b "loss of innocence."
B. The student studies selections from the works of Samuel Taylor Coleridge.	"Kubla Khan," p. 352 ACTIVITY: The class discuss "Kubla Khan."
II. The student reads works of Byron, Shelley and Keats as example of Romantic poetry.	NOTE: A good recording of T MARINER should be played so its auditory impact and sens
A. The student reads selected works of George Gordon, Lord Byron.	"So We'll Go No More A-Rovin "Whe Walks In Beauty," p. 35 from "Don Juan, Canto I," p. NOTE: Folk singer Joan Baez including Lord Byron's "So W
1. He learns about the tradition of the picaresque hero.	
2. He identifies and defines the stanza pattern called ottava rima.	ACTIVITY: A student might r the life of Byron. BYRON, b many biographies of the poet

CONTENT	ACTIVITIES AND MATERIALS
	ACTIVITY: In connection with their reading of Wordsworth, students might study the "loss of innocence" as a literary theme. Questions such as "At what age is one capable of 'sinning'? or "How does one first lose innocence?" could be considered. More contemporary works on the theme, such as CATCHER IN THE RYE or HUCKLEBERRY FINN, yield much material for discussion. For the very sophisticated reader, some of the works of Henry James would form the basis of a good paper on the "loss of innocence."
studies selections from the amuel Taylor Coleridge.	"Kubla Khan," p. 352 ACTIVITY: The class discusses the completeness of "Kubla Khan."
ds works of Byron, Shelley and e of Romantic poetry.	NOTE: A good recording of THE RIME OF THE ANCIENT MARINER should be played so that students can experience its auditory impact and sense its tone and atmosphere.
reads selected works of on, Lord Byron.	"So We'll Go No More A-Roving," p. 355 "Whe Walks In Beauty," p. 355 from "Don Juan, Canto I," p. 357 NOTE: Folk singer Joan Baez has recorded many ballads, including Lord Byron's "So We'll Go No More A-Roving."
ns about the tradition of the que hero.	
tifies and defines the stanza called ottava rima.	ACTIVITY: A student might report in outline form on the life of Byron. BYRON, by Andre Maurois, is one of many biographies of the poet.

GOALS AND CONTENT	ACTIVITIES AND
B. The student reads selected words by Percy Bysshe Shelley.	"England in 1819," p. 363 "Ozymandias," p. 363 "Song to the Men of England,"
1. He analyzes themes in poems which reinforce the Romantics' disdain for authoritarian rule.	
2. He notes the imagery of Shelley's poems.	NOTE: Mary Wollstonecraft She Students would find the story interesting. Some students m reading the novel and in anal atmosphere, and tone.
C. The student reads selected works of John Keats.	"On First Looking into Chapma "Ode on a Grecian Urn," p. 37
	ACTIVITY: Open, frank discus reading literature could be g "...Homer."
1. He demonstrates understanding of imagery and of how it operates in poetry.	"To Autumn," p. 369
	ACTIVITY: The student might which engages several of the
	NOTE: In any study of imager own poetry, the student shoul excellent example, for few po in their work than has John K

CONTENT	ACTIVITIES AND MATERIALS
t reads selected words by Percy lley.	"England in 1819," p. 363 "Ozymandias," p. 363 "Song to the Men of England," p. 363
lyzes themes in poems which re- e the Romantics' disdain for itarian rule.	
es the imagery of Shelley's	NOTE: Mary Wollstonecraft Shelley wrote FRANKENSTEIN. Students would find the story behind its inception interesting. Some students might be interested in reading the novel and in analyzing it for theme, atmosphere, and tone.
t reads selected works of .	"On First Looking into Chapman's Homer," p. 368 "Ode on a Grecian Urn," p. 370 ACTIVITY: Open, frank discussion on the validity of reading literature could be generated from Keat's ". . .Homer."
onstrates understanding of y and of how it operates in .	"To Autumn," p. 369 ACTIVITY: The student might be asked to write a poem which engages several of the reader's senses. NOTE: In any study of imagery or attempt at writing his own poetry, the student should find Keat's imagery an excellent example, for few poets have used richer imagery in their work than has John Keats.

GOALS AND CONTENT	ACTIVITIES AND
2. He analyzes theme and form in "La Belle Dame Sans Merci."	p. 371 ACTIVITY: A creative male ch brief, perhaps humorous, spe mythology and literature.
3. He writes a paper of comparison and contrast, discussing Keat's "The Eve of St. Agnes" and Shakespeare's ROMEO AND JULIET. (Optional)	See "Writing," p. 378 "The Eve of St. Agnes," pp. 3 NOTE: If the student has nev he might do so as a special p this objective. ACTIVITY: Write a sequel to either poetry or prose.
III. The students reads works by Romantic era essayists.	
A. The student lists several differences between the formal and the informal or familiar essay.	ACTIVITY: Write either a form (Length of the essay is left
B. The student reads an essay by Charles Lamb.	"Dream Children," p. 379
UNIT THREE: THE VICTORIAN AGE	
I. The student recognizes the qualities of spiritual turmoil and chaos as manifest in much Victorian prose and poetry.	NOTE: Assignments suggested BOOK are excellent.
A. The student reads selected works of Alfred Lord Tennyson.	"Ulysses," p. 388 "Break, Break, Break," p. 389 "Crossing the Bar," p. 389 from "In Memoriam," p. 389

ONTENT	ACTIVITIES AND MATERIALS
yzes theme and form in "La Belle ns Merci."	p. 371 ACTIVITY: A creative male chauvinist could deliver a brief, perhaps humorous, speech on the siren in mythology and literature.
es a paper of comparison and , discussing Keat's "The Eve gnes" and Shakespeare's D JULIET. (Optional)	See "Writing," p. 378 "The Eve of St. Agnes," pp. 373-378 NOTE: If the student has never read ROMEO AND JULIET, he might do so as a special project in connection with this objective. ACTIVITY: Write a sequel to "The Eve of St. Agnes," in either poetry or prose.
ds works by Romantic era	
lists several differences formal and the informal or ay.	ACTIVITY: Write either a formal or an informal essay. (Length of the essay is left to the teacher's judgment.)
reads an essay by Charles Lamb.	"Dream Children," p. 379
ORIAN AGE	
gnizes the qualities of l and chaos as manifest in rose and poetry.	NOTE: Assignments suggested in the TEACHER'S RESOURCE BOOK are excellent.
reads selected works of Tennyson.	"Ulysses," p. 388 "Break, Break, Break," p. 389 "Crossing the Bar," p. 389 from "In Memoriam," p. 389

GOALS AND CONTENT	ACTIVITIES AN
B. He reads several works of Robert Browning and learns to identify and analyze a dramatic monologue.	"Porphyria's Lover," p. 393 "My Last Duchess," p. 394
	ACTIVITY: Taking for his sub history, the student compose
C. The student reads several poems by Matthew Arnold.	"Dover Beach," p. 397 "Self-Dependence," p. 397
	TEACHER'S RESOURCE BOOK...Se
II. The student reads selections from other Victorian poets:	
A. He reads a poem by Oscar Wilde.	"Symphony in Yellow," p. 401
	NOTE: Students may enjoy Wi among the wittiest in any pe
B. He reads poetry by Thomas Hardy.	"The Darkling Thrush," p. 40 "Editaph on a Pessimist," p. "Nature's Questioning," p. 4
C. He reads poetry by Gerard Manley Hopkins.	"Pied Beauty," p. 407 "God's Grandeur," p. 407 "Thou Art Indeed Just, Lord,"
1. He recognizes the profoundly religious nature of the work of Hopkins.	
2. He recognizes and defines sprung rhythm.	

CONTENT	ACTIVITIES AND MATERIALS
everal works of Robert Browning to identify and analyze a onologue.	"Porphyria's Lover," p. 393 "My Last Duchess," p. 394
	ACTIVITY: Taking for his subject a prominent person in history, the student composes a dramatic monologue.
t reads several poems by Matthew	"Dover Beach," p. 397 "Self-Dependence," p. 397
	TEACHER'S RESOURCE BOOK...See "Writing," p. 117
ads selections from other s:	
poem by Oscar Wilde.	"Symphony in Yellow," p. 401
	NOTE: Students may enjoy Wilde's writings, for they are among the wittiest in any period of English literature.
oetry by Thomas Hardy.	"The Darkling Thrush," p. 405 "Editaph on a Pessimist," p. 405 "Nature's Questioning," p. 404
oetry by Gerard Manley Hopkins.	"Pied Beauty," p. 407 "God's Grandeur," p. 407 "Thou Art Indeed Just, Lord," p. 407
ognizes the profoundly religious of the work of Hopkins.	
ognizes and defines sprung .	

GOALS AND CONTENT	ACTIVITIES AND
D. The student demonstrates his ability to read poetry which utilizes not only twisted syntax and elipsis but also startling imagery and unusual word choices.	
E. The student learns that not all Victorian voices were pessimistic but that some found a positive joy in living.	See TEACHER'S RESOURCE BOOK, " p. 125 and "Writing Suggestion
F. The student reads from the works of A. E. Housman.	"To an Athlete Dying Young," p ACTIVITY: Students should be testimonies or speeches by or Some possibilities include: Lo at Yankee Stadium; any of the Agannis, Ernie Davis, Roberto TEACHER'S RESOURCE BOOK, "Assi
III. The student reads samples of great Victorian prose.	
A. The student reads from the works of Charles Dickens.	HORATIO SPARKINS, p. 413 TEACHER'S RESOURCE BOOK, "Assi and "Concluding Discussion," p provoking questions.
B. He reads a major work by Lewis Carroll.	ALICE IN WONDERLAND, pp. 440-4

TENT	ACTIVITIES AND MATERIALS
monstrates his ability to ich utilizes not only and elipsis but also ery and unusual word	
arns that not all Victorian ssimistic but that some ve joy in living.	See TEACHER'S RESOURCE BOOK, "Extending Interests," p. 125 and "Writing Suggestions," p. 125
ads from the works of	"To an Athlete Dying Young," p. 409 ACTIVITY: Students should be encouraged to bring to class testimonies or speeches by or about athletes who died young. Some possibilities include: Lou Gehrig's farewell speech at Yankee Stadium; any of the many tributes to Harry Agannis, Ernie Davis, Roberto Clementi, or Brian Picolo. TEACHER'S RESOURCE BOOK, "Assignment Suggestions," p. 126
samples of great Victorian	
ads from the works of s.	HORATIO SPARKINS, p. 413 TEACHER'S RESOURCE BOOK, "Assignment Suggestions," p. 127, and "Concluding Discussion," p. 127, offer some thought-provoking questions.
or work by Lewis Carroll.	ALICE IN WONDERLAND, pp. 440-483

GOALS AND CONTENT	ACTIVITIES AND
1. He analyzes the elements of fantasy.	"Jabberwocky," p. 485
2. He enjoys Carroll's uses of nonsense words.	F ALICE IN WONDE white, 16 mm., This film was Productions, L Gary Cooper, a
UNIT FOUR: THE TWENTIETH CENTURY	
I. The student reads modern short stories and reviews their uses of the major elements of literature and of the conventions of the short story.	NOTE: The teacher may wish s complete analyses of each sto to outstanding qualities of a
A. The student reads a short story by Joseph Conrad and analyzes his use of point-of-view.	YOUTH, pp. 493-507
	ACTIVITY: A good general dis many writers' uses of the sea motif.
B. He reads two short stories by D. H. Lawrence, paying special attention to their themes.	"Tickets, Please," pp. 508-51 "Two Blue Birds," pp. 514-52
	ACTIVITY: Conduct a general "Is Lawrence a sexist writer? literature, place undue empha of man?"
C. He reads two short stories by Katherine Mansfield, noting their structure, setting, and characterization.	"A Cup of Tea," pp. 522-526 "Millie," pp. 527-529
	TEACHER'S RESOURCE BOOK..., "

CONTENT	ACTIVITIES AND MATERIALS
yzes the elements of fantasy.	"Jabberwocky," p. 485
ys Carroll's uses of nonsense	F ALICE IN WONDERLAND (79 min., black-and-white, 16 mm., Wholesome Film Center, Inc.) This film was produced by Paramount Productions, Ltd. and features W. C. Fields, Gary Cooper, and Gary Grant.
TIETH CENTURY	
s modern short stories and es of the major elements of f the conventions of the	NOTE: The teacher may wish students either to engage in complete analyses of each story or to attend particularly to outstanding qualities of any given story.
reads a short story by d and analyzes his use of w.	YOUTH, pp. 493-507 ACTIVITY: A good general discussion could center around many writers' uses of the sea as a functional literary motif.
short stories by D. H. ying special attention to .	"Tickets, Please," pp. 508-514 "Two Blue Birds," pp. 514-521 ACTIVITY: Conduct a general discussion on the questions "Is Lawrence a sexist writer?" and "Does he, in his literature, place undue emphasize on the sexual dimension of man?"
o short stories by Katherine noting their structure, d characterization.	"A Cup of Tea," pp. 522-526 "Millie," pp. 527-529 TEACHER'S RESOURCE BOOK..., "Writing Suggestions," p. 154

GOALS AND CONTENT	ACTIVITIES AND
D. He reads two short stories by James Joyce, analyzing their structure, setting, tone, and uses of language.	"Eveline," p. 530 "Araby," p. 533 See "Writing," p. 522 NOTE: The works of Virginia exception, far too sophistica Two selections are included i included in the basic reading
E. He reads a short story by Saki (H. H. Munro), noting humor.	"Tobermory," p. 544
F. He reads a short story by Elizabeth Bowen, analyzing her characterizations.	"A Queer Heart," pp. 554-556 TEACHER'S RESOURCE BOOK..."Wr and "Extending Interests,"
G. He reads a short story by Angus Wilson, probing the story for its levels of meaning.	"A Little Companion," p. 559-
H. He reads a short story by Dylan Thomas, analyzing its tone, setting, characterizations.	"A Visit to Grandpa's," pp. 5
I. He reads a short story by Frank O'Connor, noting O'Connor's use of point-of-view, tone, humor, and characterization.	"My Oedipus Complex," pp. 569

ONTENT	ACTIVITIES AND MATERIALS
short stories by James zing their structure, e, and uses of language.	"Eveline," p. 530 "Araby," p. 533 See "Writing," p. 522 NOTE: The works of Virginia Woolf are, almost without exception, far too sophisticated for high school seniors. Two selections are included in the text but are not included in the basic readings for the course.
hort story by Saki (H. H. ng humor.	"Tobermory," p. 544
hort story by Elizabeth zing her characterizations.	"A Queer Heart," pp. 554-556 TEACHER'S RESOURCE BOOK..."Writing," p. 558 and "Extending Interests," p. 161
hort story by Angus Wilson, tory for its levels of	"A Little Companion," p. 559-564
hort story by Dylan Thomas, tone, setting, character-	"A Visit to Grandpa's," pp. 565-568
hort story by Frank O'Connor, or's use of point-of-view, and characterization.	"My Oedipus Complex," pp. 569-574

GOALS AND CONTENT	ACTIVITIES AN
J. He reads a short story by Alan Sillitoe, analyzing uses of point-of-view, meaning, setting, characterization.	"On Saturday Afternoon," pp. See "Writing," p. 580, sugge
K. He reads a short story by Graham Greene, focusing on meaning, characterization, structure.	"The Destructors," pp. 581-5 TEACHER'S RESOURCE BOOK...Se p. 166, for thought-provo
L. He reads a story by E. M. Forster, analyzing meaning.	"The Machine Stops," pp. 600
II. The student studies twentieth-century poetry and notes the uses poets make of the elements of prosody and the special qualities of poetic language.	
A. The student reads selected poems by William Butler Yeats, noting Yeat's keen interest in the themes of aging and of nature.	"The Lake Isle of Innisfree, "The Song of Wandering Aengu "The Old Men Admiring Themse "The Scholars," p. 619 "Sailing to Byzantium," p. 6 ACTIVITY: Students might re many recent studies on the a the works of Simon de Beauvo THE GREENING OF AMERICA coul discussion. Among possible even as a formal debate exer Henry David Thoreau's views Twentieth Century.

CONTENT	ACTIVITIES AND MATERIALS
short story by Alan Sillitoe, ses of point-of-view, mean- g, characterization.	"On Saturday Afternoon," pp. 577-580 See "Writing," p. 580, suggestion 1
short story by Graham using on meaning, character- ructure.	"The Destructors," pp. 581-587 TEACHER'S RESOURCE BOOK...See "Concluding Discussion," p. 166, for thought-provoking questions.
story by E. M. Forster, eaning.	"The Machine Stops," pp. 600-615
dies twentieth-century poetry ses poets make of the elements the special qualities of .	
reads selected poems by ler Yeats, noting Yeat's st in the themes of aging re.	"The Lake Isle of Innisfree," p. 618 "The Song of Wandering Aengus," p. 619 "The Old Men Admiring Themselves in the Water," p. 619 "The Scholars," p. 619 "Sailing to Byzantium," p. 623 ACTIVITY: Students might read and report on any of the many recent studies on the aged and aging, for example, the works of Simon de Beauvoir and William Reich. THE GREENING OF AMERICA could be a useful springboard to discussion. Among possible discussion topics, perhaps even as a formal debate exercise, the relevancy of Henry David Thoreau's views to the world of the Twentieth Century.

GOALS AND CONTENT	ACTIVITIES AND
B. The student reads poems by T. S. Eliot, analyzing his uses of allusion, meaning, imagery, symbolism, language.	"Portrait of a Lady," pp. 62 See "Of Critical Interest," p "Sweeney among the Nightenga See "Of Critical Interest," p "The Hollow Men," pp. 630-631 See "Of Critical Interest," p "Journey of the Magi," pp. 63 See "Discussion," p. 633
C. The student reads selections from poets of World War I.	TEACHER'S RESOURCE BOOK...Se
1. He reads several poems by Siegfried Sassoon.	"Suicide in the Trenches," p "Dreams," p. 634
2. He reads a poem by Wilfred Owen.	"The Next War," p. 634
3. He reads poems by Rupert Brooke.	"The Soldier," p. 635 "The Hill," p. 635
D. He studies works of poets called the "Enduring Romantics."	
1. He reads a poem by Walter de la Mare.	"The Listeners," p. 636
2. He reads poems by Robert Graves.	"The Legs," p. 636 "The Visitation," p. 637 "Turn of the Moon," p. 637

CONTENT	ACTIVITIES AND MATERIALS
reads poems by T. S. Eliot, is uses of allusion, meaning, mbolism, language.	"Portrait of a Lady," pp. 625-627 See "Of Critical Interest," p. 627 "Sweeney among the Nightengales," p. 628 See "Of Critical Interest," pp. 628-629 "The Hollow Men," pp. 630-631 See "Of Critical Interest," p. 631 "Journey of the Magi," pp. 632-633 See "Discussion," p. 633
reads selections from poets r I.	TEACHER'S RESOURCE BOOK...See "Extending Interests," p. 177
s several poems by Siegfried .	"Suicide in the Trenches," p. 634 "Dreams," p. 634
s a poem by Wilfred Owen.	"The Next War," p. 634
s poems by Rupert Brooke.	"The Soldier," p. 635 "The Hill," p. 635
works of poets called the omantics."	
s a poem by Walter de la Mare.	"The Listeners," p. 636
s poems by Robert Graves.	"The Legs," p. 636 "The Visitation," p. 637 "Turn of the Moon," p. 637

GOALS AND CONTENT	ACTIVITIES AN
III. The student studies examples of poetry from the twentieth century, "The Age of Anxiety," noting especially the meaning, tone, symbolism of the poets.	
A. He reads several works from W. H. Auden.	"The Unknown Citizen," pp. 64 "Musee des Beaux Arts," p. 64 "In Memory of W. B. Yeats,"
B. He reads a poem by Stephen Spender.	"The Landscape Near an Aerod
C. He reads several selections from the poetry of Dylan Thomas.	"Fern Hill," pp. 652-653 "Do Not Go Gentle," p. 654
D. He reads a poem by C. Day Lewis.	"The Unexploded Bomb," p. 657
IV. The student studies examples of poetry from the twentieth century which represent "The Search for Values."	
A. He reads a poem by Philip Larkin.	"Whatever Happened?" p. 663
B. He reads poems by Ted Hughes.	"Hawk Roosting," p. 664 "The Jaguar," p. 664 "Second Glance at a Jaguar,"
C. He reads poems by Alastair Reid.	"The O-Filler," pp. 666-667 "Curiosity," p. 667

CONTENT	ACTIVITIES AND MATERIALS
udies examples of poetry ieth century, "The Age oting especially the symbolism of the poets.	
everal works from W. H.	"The Unknown Citizen," pp. 640-641 "Musee des Beaux Arts," p. 642 "In Memory of W. B. Yeats," pp. 644-645
poem by Stephen Spender.	"The Landscape Near an Aerodrome," p. 647
everal selections from the ylan Thomas.	"Fern Hill," pp. 652-653 "Do Not Go Gentle," p. 654
poem by C. Day Lewis.	"The Unexploded Bomb," p. 657
udies examples of poetry ieth century which represent Values."	
poem by Philip Larkin.	"Whatever Happened?" p. 663
oems by Ted Hughes.	"Hawk Roosting," p. 664 "The Jaguar," p. 664 "Second Glance at a Jaguar," p. 665
oems by Alastair Reid.	"The O-Filler," pp. 666-667 "Curiosity," p. 667

GOALS AND CONTENT	ACTIVITIES AND
UNIT FIVE: DRAMA - NOVEL	
I. The student studies dramatic works from various eras and of various types.	AC 860 OTHELLO (Audio-Cas AC 28444 OTHELLO AND JULIUS
A. He studies, in depth, Shakespeare's tragedy OTHELLO.	OTHELLO (E-Z LEARNER STUDY TE ENGLAND IN LITERATURE...
B. He reads George Bernard Shaw's ANDROCLES AND THE.	pp. 674-698 See "Discussion," p. 699
C. He reads Harold Pinter's THE BLACK AND WHITE.	pp. 706-707 See "Discussion," p. 707
II. The student reads a twentieth-century novel by Somerset Maugham, OF HUMAN BONDAGE, noting its uses of conventions of the novel and its compelling theme.	OF HUMAN BONDAGE NOTE: The teacher may introd the novel at any point in the ful to break into the survey several natural stopping point centrated study of these spec

CONTENT	ACTIVITIES AND MATERIALS
NOVEL	
ies dramatic works from of various types.	AC 860 OTHELLO (Audio-Cassette-see Librarian.) AC 28444 OTHELLO AND JULIUS CAESAR
in depth, Shakespeare's LLO.	OTHELLO (E-Z LEARNER STUDY TEXT)
	ENGLAND IN LITERATURE...
orge Bernard Shaw's ND THE.	pp. 674-698
	See "Discussion," p. 699
rold Pinter's THE BLACK	pp. 706-707
	See "Discussion," p. 707
s a twentieth-century t Maugham, OF HUMAN its uses of conven- el and its compelling	OF HUMAN BONDAGE

NOTE: The teacher may introduce study of the drama and the novel at any point in the course. It might be helpful to break into the survey of English literature at several natural stopping points and to take up a concentrated study of these special literary forms.

WORLD LITERATURE I

05051

COURSE DESCRIPTION

World Literature is for you who are in Grades 12 and 11, particularly the college-capable, interested in knowing of the literary heritage of major non-English-speaking cultures. The course will focus on the literature of Eastern and Mid-Eastern cultures, centering on the Chinese, Japanese, Hindustani, Hebraic, and Babylonian, and of Russia. You will study writings of major authors, some renowned works or excerpts from them which reflect their concerns in literature over a span from ancient to modern times.

GOALS

The student becomes familiar with the literature of the East and Mid East and of Russia.

He recognizes the universality of themes in the literature he studies.

He notes the artistic merits and qualities of the non-western literature he reads.

Materials

Title	Use
LITERATURE OF THE EASTERN WORLD. Scott, Foresman and Company.	Students
RUSSIAN AND EASTERN EUROPEAN LITERATURE. Scott, Foresman and Company.	Students
MAN IN LITERATURE. COMPARATIVE WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.	Students
TEACHER'S RESOURCE BOOK to accompany MAN IN LITERATURE, COMPARATIVE WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.	Teacher
THE CAPTAIN'S DAUGHTER. E. P. Dutton and Company, Inc.	Students
THE DEATH OF IVAN ILYCH AND OTHER STORIES. New American Library.	Students

GOALS AND CONTENT	ACTIVITIES AND
UNIT I: THE LITERATURE OF THE EASTERN WORLD	Note: Unless otherwise indic area of Eastern literature a LITERATURE OF THE EASTERN WOR Repetition of selections is i may serve to illustrate vario suggest repeated readings.
I. The student studies Chinese poetry. He reads selections written from five hundred years before Christ through the eleventh century.	
A. He realizes how ancient are the roots of Chinese poetry.	"Woman," p. 17 "To His Wife," p. 20 "Regret," p. 21
B. He examines explorations of the simple, personal themes of romantic, familial, and platonic love.	"To His Wife," p. 20 "Plucking the Rushes," p. 22 "A Bitter Love," p. 23 "A Song of Ch'ang-kan," pp. 2 "Parting at a Wine-Shop in Na "Golden Bells," "Remembering "Remembering My Brothers on a "To My Retired Friend Wie," p
C. He reads different viewpoints expressed by and about women.	"Woman," p. 17 "Woman," p. 18 "South of the Great Sea," p. "A Bitter Life," p. 23 "A Sigh from a Staircase of J

CONTENT	ACTIVITIES AND MATERIALS
URE OF THE EASTERN WORLD	Note: Unless otherwise indicated, selections in the area of Eastern literature are taken from the text, LITERATURE OF THE EASTERN WORLD. Repetition of selections is intended to show that they may serve to illustrate various goals and does not suggest repeated readings.
ies Chinese poetry. He written from five hundred ist through the eleventh	
how ancient are the roots oetry.	"Woman," p. 17 "To His Wife," p. 20 "Regret," p. 21
explorations of the onal themes of romantic, d platonic love.	"To His Wife," p. 20 "Plucking the Rushes," p. 22 "A Bitter Love," p. 23 "A Song of Ch'ang-kan," pp. 24-25 "Parting at a Wine-Shop in Nan-king," p. 25 "Golden Bells," "Remembering Golden Bells," p. 33 "Remembering My Brothers on a Moonlight Night," p. 26 "To My Retired Friend Wie," p. 28
ferent viewpoints and about women.	"Woman," p. 17 "Woman," p. 18 "South of the Great Sea," p. 19 "A Bitter Life," p. 23 "A Sigh from a Staircase of Jade," p. 23

GOALS AND CONTENT	ACTIVITIES AN
D. He sees not only the appearance of the subject of war but also questionings about its necessity.	"To His Wife," p. 20 "Regret," p. 21 "Night in the Watch-Tower," p "A Song of War-Chariots," p. "Hearing That His Friend Was p. 37
	ACTIVITY: Consider the relev poetry read in conjunction wi concerns and issues in today'
E. He realizes that satire was employed by the Chinese poet.	"The Philosophers," p. 36 "The Red Cockatoo," p. 36 "On the Birth of His Son," p.
F. He sees a theme familiar to the reader of modern poetry--the yearning for a more simple and problem-free existence--explored by a poet of the eighth-ninth centuries.	"Ch-ch'en Village," pp. 34-35
G. He looks at an intensive examination by one poet into man's values; he studies in this poet's search for these values the role of nature and of solitude.	"Twenty-Four poems by Han-Sha
II. The student reads selected modern short stories by Chinese writers.	
A. He analyzes the use of symbols.	"The Last Train," p. 65 "The Sorrows of the Lake of E

CONTENT	ACTIVITIES AND MATERIALS
only the appearance of of war but also question- ts necessity.	"To His Wife," p. 20 "Regret," p. 21 "Night in the Watch-Tower," p. 29 "A Song of War-Chariots," p. 31 "Hearing That His Friend Was Coming Back from the War," p. 37
	ACTIVITY: Consider the relevancy of the themes in the poetry read in conjunction with Goal I, B, C, and D, to concerns and issues in today's world.
that satire was employed e poet.	"The Philosophers," p. 36 "The Red Cockatoo," p. 36 "On the Birth of His Son," p. 38
eme familiar to the reader etry--the yearning for a and problem-free existence-- poet of the eighth-ninth	"Ch-ch'en Village," pp. 34-35
an intensive examination by man's values; he studies 's search for these values nature and of solitude.	"Twenty-Four poems by Han-Shan," pp. 42-49
selected modern short e writers.	
the use of symbols.	"The Last Train," p. 65 "The Sorrows of the Lake of Egrets," p. 103

GOALS AND CONTENT	ACTIVITIES AND
B. He becomes aware of the importance of ceremony, ritual, and long-standing customs in Chinese life.	"Spring Silkworms," p. 90 "The Widow," p. 77
C. He sees a questioning of standard beliefs, superstitions and social practices.	"Stories illustrating Goal B serve to implement this goal.
D. He realizes the strong emphasis assigned to an individual's position in society.	"The Last Train," p. 65 "The Widow," p. 77
E. He learns about economic hardships and man's various reactions to them.	"The Sorrows of the Lake of E "Spring Silkworms," p. 90
F. He looks at a sophisticated treatment of man's relationship to his fellow man.	"The Last Train," p. 65
III. The student reads an older Chinese folk tale. He understands its oral roots and sees other striking differences between it and the modern short story.	"The Lady Who Was a Beggar,"
IV. The student studies an excerpt from the Babylonian epic of Gilgamesh.	THE ADVENTURES OF GILGAMESH,
A. He learns the basic characteristics of an epic.	ACTIVITIES: Compare the hero ancient heroes the students

T	ACTIVITIES AND MATERIALS
of the importance al, and long- in Chinese life.	"Spring Silkworms," p. 90 "The Widow," p. 77
ning of standard tions and social	"Stories illustrating Goal B immediately above also serve to implement this goal.
trong emphasis dividual's ty.	"The Last Train," p. 65 "The Widow," p. 77
conomic hardships reactions to them.	"The Sorrows of the Lake of Egrets," p. 103 "Spring Silkworms," p. 90
histicated treatment ship to his fellow	"The Last Train," p. 65
older Chinese folk its oral roots and ifferences between rt story.	"The Lady Who Was a Beggar," p. 50
n excerpt from the lgamesh.	THE ADVENTURES OF GILGAMESH, p. 111
ic characteristics	ACTIVITIES: Compare the hero of this epic to other ancient heroes the students may be familiar with.

GOALS AND CONTENT	ACTIVITIES AND
B. He becomes aware of the significance of the hero to his people.	Consider what constitutes a h 1970's.
C. He traces the changes in the character of the hero.	
V. The student reads excerpts from the King James version of the BIBLE.	
A. He analyzes the character of a great Biblical hero by looking at his strengths and his weaknesses.	"The Story of Samson," from "
B. He derives some understanding of the ancient Hebrew's feelings and thoughts about God.	"Psalms," pp. 132-135
C. He reads a famous piece of advice about how man should conduct his life and considers its present-day validity.	"Ecclesiastes 3," p. 136
VI. The student reads works by modern Hebrew writers.	
A. He achieves insight into the Auschwitz experience.	from THE CLOCK OVERHEAD, p. 1
B. He shares with a poet the feelings aroused by a total loss of communication powers.	"Nothingness," p. 138
C. He sees various explorations of the subject of death and decline.	"Preliminary Challenge," p. 1 "Summer is Dying," p. 144 "Birds Have Thoughts," p. 143 "On My Return," p. 145

ONTENT	ACTIVITIES AND MATERIALS
ware of the significance to his people.	Consider what constitutes a hero in the world of the 1970's.
changes in the character	
excerpts from the King the BIBLE.	
the character of a great by looking at his his weaknesses.	"The Story of Samson," from "Judges 13-16," p. 125
ome understanding of the ew's feelings and thoughts	"Psalms," pp. 132-135
amous piece of advice n should conduct his life its present-day validity.	"Ecclesiastes 3," p. 136
works by modern Hebrew	
insight into the Auschwitz	from THE CLOCK OVERHEAD, p. 147
th a poet the feelings total loss of communi- s.	"Nothingness," p. 138
ous explorations of the eath and decline.	"Preliminary Challenge," p. 139 "Summer is Dying," p. 144 "Birds Have Thoughts," p. 143 "On My Return," p. 145

GOALS AND CONTENT	ACTIVITIES AND
D. He compares the sentiments of a modern poem to the Beatitudes of Christ.	"Blessing," p. 141
E. He sees the skill of a poet who takes an ancient Jewish ceremony and not only emulates its form through his poem but also uses it to express his own particular themes.	"The Dance of the Torches," p
F. He analyzes one poet's exploration of the nature of poetry.	"Ars Po," p. 146
G. He examines the conflicts arising among different generations in a modern Israeli family over the question of Jewish tradition.	"The Name," p. 158 ACTIVITY: Discuss how the th relate to American life also.
H. He explores the consequence of deception on a sensitive human being.	"The Blind Girl," p. 174
VII. The student reads some selections from Hindustani literature. He realizes that this literature encompasses many languages, only several of which are represented in the text.	
A. He sees the rigid caste system and the servant/master relationship portrayed.	"The Gold Watch," p. 181 "My Lord, the Baby," p. 218
B. He investigates the various effects of economic deprivation on people.	"The Bamboo Trick," p. 207 "The Gold Watch," p. 181

ONTENT	ACTIVITIES AND MATERIALS
the sentiments of a modern Beatitudes of Christ.	"Blessing," p. 141
skill of a poet who takes ewish ceremony and not s its form through his o uses it to express his ar themes.	"The Dance of the Torches," p. 171
one poet's exploration of f poetry.	"Ars Po," p. 146
the conflicts arising among nerations in a modern Israeli the question of Jewish	"The Name," p. 158 ACTIVITY: Discuss how the themes of this story may relate to American life also.
the consequence of deception ve human being.	"The Blind Girl," p. 174
s some selections from ature. He realizes that encompasses many languages, which are represented in	
rigid caste system and the er relationship portrayed.	"The Gold Watch," p. 181 "My Lord, the Baby," p. 218
tes the various effects of rivation on people.	"The Bamboo Trick," p. 207 "The Gold Watch," p. 181

GOALS AND CONTENT	ACTIVITIES AND
C. He looks at a glorification of love and at the Hindu conception of a woman portrayed in two well-known works.	"Savitri's Love" from the MAH an excerpt from "Black Marigo
D. He sees intensive analyses of human beings' motivations, of their understanding and failing to understand other men.	All of the short stories in t including the "Confidence Men mentioned, will illustrate th
E. He becomes aware of how political issues can enter literature.	"The Gold Watch," p. 181
VIII. The student studies works from the world of Islam. The two languages represented are Arabic and Persian.	
A. He understands the importance of the Koran to Moslem life.	
B. He reads excerpts from the KORAN and compares the themes to those of the Judaeo-Christian religions.	"The Overthrowing," "The Clea the KORAN, pp. 236-238
C. He considers the question of conforming to the madness of society in a one-act drama.	"The River of Madness," p. 24 ACTIVITY: Act out this drama and should be easy to do in c

CONTENT	ACTIVITIES AND MATERIALS
t a glorification of t the Hindu conception portrayed in two well- s.	"Savitri's Love" from the MAHABHARATA, p. 189 an excerpt from "Black Marigolds," p. 194
tensive analyses of human tivations, of their under- nd failing to understand	All of the short stories in the Hindustani section, including the "Confidence Men," not previously mentioned, will illustrate this goal.
aware of how political enter literature.	"The Gold Watch," p. 181
dies works from the world two languages represented Persian.	
nds the importance of o Moslem life.	
cerpts from the KORAN s the themes to those eo-Christian religions.	"The Overthrowing," "The Cleaving," "The Unity," from the KORAN, pp. 236-238
s the question of con- the madness of society t drama.	"The River of Madness," p. 245 ACTIVITY: Act out this drama. It has few characters and should be easy to do in class.

GOALS AND CONTENT	ACTIVITIES AND
D. He studies the deep mysticism seen in a number of Islamic poets from many centuries past through modern times.	
1. He sees this mysticism display itself in a yearning for union with God.	"Odes 1 and 5" from THE DIVAN "The Progress of Man," p. 268 "Remembered Music," p. 265 "Song of Man," p. 255
2. He finds in the mysticism of the thirteenth century poet Rumi an effort to understand the nature of evil.	"The Evil in Ourselves," p. 2 "The Soul of Goodness in Thin
3. He discovers in the mysticism of the fourteenth century poet Hafiz a strong strain of optimism.	"Ode V," p. 242
E. He becomes aware of a disenchantment with the limits of human life and a certain fatalism expressed by other Islamic poets.	Stanzas from THE MEDITATIONS, from THE RUBAIYAT OF OMAR KH
F. He sees poetic commentary on the subject of people directly and indirectly involved in war.	"O Brother," p. 263 "To My Wife," p. 269
IX. The student studies Japanese poetry	
A. He understands the structure of the tanka and the antiquity of the form.	

ONTENT	ACTIVITIES AND MATERIALS
he deep mysticism seen in Islamic poets from many st through modern times.	
this mysticism display n a yearning for union with	"Odes 1 and 5" from THE DIVAN, pp. 241, 242 "The Progress of Man," p. 268 "Remembered Music," p. 265 "Song of Man," p. 255
in the mysticism of the th century poet Rumi an o understand the nature	"The Evil in Ourselves," p. 266 "The Soul of Goodness in Things Evil," p. 267
vers in the mysticism of teenth century poet Hafiz strain of optimism.	"Ode V," p. 242
ware of a disenchantment its of human life and a lism expressed by other s.	Stanzas from THE MEDITATIONS, pp. 239-240 from THE RUBAIYAT OF OMAR KHAYYAM, p. 257
ic commentary on the sub- le directly and indirectly war.	"O Brother," p. 263 "To My Wife," p. 269
ies Japanese poetry	
ds the structure of the e antiquity of the form.	

GOALS AND CONTENT	ACTIVITIES AN
B. He notices the personal and lyrical nature of the tankas he reads.	Examples of tankas by a numb
C. He realizes the relative rarity of the long poem (*naga uta*) in Japanese literature.	
D. He notices the wistful tone of the two examples of *naga uta* given.	"CIV," p. 275 "CV," p. 277
E. He understands the form of the haiku.	
F. He sees the evocative and lyrical nature of the form through the haiku he reads.	Selections of haiku poetry,
X. The student compares the old and the modern Nō play according to setting, characterization, and development of theme.	"The Damask Drum," p. 284 "The Damask Drum," p. 290 ACTIVITY: Act out parts of drum should help the student of the plays.
XI. The student studies the modern Japanese short story.	
A. He looks at an investigation of the role of the artist in society	"Hell Screen," p. 307
B. He analyzes the use of symbols.	"Hell Screen," p. 307 "The Charcoal Bus," p. 347 "Seibei's Gourds," p. 363

ND CONTENT	ACTIVITIES AND MATERIALS
es the personal and lyrical f the tankas he reads.	Examples of tankas by a number of poets, pp. 271-274
zes the relative rarity of poem (*naga uta*) in Japanese re.	
es the wistful tone of the ples of *naga uta* given.	"CIV," p. 275 "CV," p. 277
stands the form of the	
the evocative and lyrical f the form through the reads.	Selections of haiku poetry, pp. 280-282
ompares the old and the y according to setting, ion, and development of	"The Damask Drum," p. 284 "The Damask Drum," p. 290 ACTIVITY: Act out parts of these dramas. The use of a drum should help the students understanding and enjoyment of the plays.
tudies the modern Japanese	
at an investigation of the he artist in society	"Hell Screen," p. 307
es the use of symbols.	"Hell Screen," p. 307 "The Charcoal Bus," p. 347 "Seibei's Gourds," p. 363

GOALS AND CONTENT	ACTIVITIES AND
C. He becomes aware of the authors' sensitive and analytical approaches to human behavior and motivation.	"Seibei's Gourds," p. 363 "The Thief," p. 367 "One Soldier," p. 376
D. He sees a writer's skillful manipulation of point of view.	"The Thief," p. 367
E. He looks at war from the viewpoint of a dying soldier.	"One Soldier," p. 376
XII. The student contrasts the themes and forms of earlier "tales" with those of the modern short story.	"The Bamboo Cutter and the Mo "Hoichi the Earless," p. 340
XIII. The student considers in a brief drama the issue of madness vs. sanity and their relative compensations.	"The Madman on the Roof," p. ACTIVITY: Compare this work of madness vs. sanity, e.g., NEST, SILENT SNOW, SECRET SNO
XIV. The student reads selections from the hardbound MAN IN LITERATURE text which relate culturally or thematically to the literature of the Eastern world.	ACTIVITY: In conjunction wit studied in this course, it mi the students to have a speake or other individual represent the class.
XV. The student engages in writing activities relating to the literature being read.	WRITING ACTIVITIES: As a cre he composes his own haiku or

ONTENT	ACTIVITIES AND MATERIALS
ware of the authors' d analytical approaches avior and motivation.	"Seibei's Gourds," p. 363 "The Thief," p. 367 "One Soldier," p. 376
iter's skillful manipulation view.	"The Thief," p. 367
war from the viewpoint of a r.	"One Soldier," p. 376
rasts the themes and forms s" with those of the modern	"The Bamboo Cutter and the Moon Child," p. 328 "Hoichi the Earless," p. 340
iders in a brief drama the vs. sanity and their ations.	"The Madman on the Roof," p. 354 ACTIVITY: Compare this work to other literary analyses of madness vs. sanity, e.g., ONE FLEW OVER THE CUCKOO'S NEST, SILENT SNOW, SECRET SNOW.
s selections from the LITERATURE text which ly or thematically to f the Eastern world.	ACTIVITY: In conjunction with any of the cultures studied in this course, it might be enlightening to the students to have a speaker--a university student or other individual representing that culture--visit the class.
ges in writing activities literature being read.	WRITING ACTIVITIES: As a creative writing experience, he composes his own haiku or a brief drama.

GOALD AND CONTENT	ACTIVITIES AN
	He compares and contrasts a Hebrew, Hindustani, or Japan American short story in area theme, and mood.
	He investigates one of the in depth; he analyzes its fo and explains how they contri
	He compares and contrasts va outlook on life in one of th of the American.
	He writes a documented resea certain facets of one of the Literature.
	He reviews a literary select of the authors studied in th
	He writes essay examinations has read.

CONTENT	ACTIVITIES AND MATERIALS
	He compares and contrasts a short story from Chinese, Hebrew, Hindustani, or Japanese literature to an American short story in areas such as subject matter, theme, and mood.
	He investigates one of the longer or more complex poems in depth; he analyzes its form and figurative language and explains how they contribute to its meaning.
	He compares and contrasts various aspects of man's outlook on life in one of the Eastern cultures to that of the American.
	He writes a documented research paper investigating certain facets of one of the cultures covered in Eastern Literature.
	He reviews a literary selection not in the text by one of the authors studied in the course.
	He writes essay examinations based on the literature he has read.

GOALS AND CONTENT	ACTIVITIES AN
UNIT 2: RUSSIAN AND EASTERN EUROPEAN LITERATURE	Note: Unless otherwise indi area of Russian literature a RUSSIAN AND EASTERN EUROPEAN Repetition of selections is may serve to illustrate vari suggest repeated readings.
I. The student realizes the deep attachment to their country characteristic of many Russian writers.	
A. He sees it expressed in poetry of the nineteenth and twentieth-centuries.	"My Country," p. 148 "The Hawk," p. 58
B. He analyzes it through the personality and explicit statements made by the chief character in a nineteenth century work.	"A Desperate Character," p.
C. He views it in a story stemming from World War II.	"The Fate of a Man," p. 167
D. He sees this strong attachment to homeland present in a comtemporary Soviet writer.	"Matryona's Home," p. 199 ACTIVITY: Read the excerpts memoirs which also strongly land.
II. The student considers some of the political and social issues which arose in Russia in the nineteenth century and continued into the twentieth.	

TENT	ACTIVITIES AND MATERIALS
STERN EUROPEAN LITERATURE	Note: Unless otherwise indicated, selections in the area of Russian literature are taken from the text, RUSSIAN AND EASTERN EUROPEAN LITERATURE. Repetition of selections is intended to show that they may serve to illustrate various goals and does not suggest repeated readings.
es the deep attachment haracteristic of many	
ressed in poetry of the twentieth-centuries.	"My Country," p. 148 "The Hawk," p. 58
through the personality tatements made by the r in a nineteenth century	"A Desperate Character," p. 246
a story stemming from	"The Fate of a Man," p. 167
trong attachment to nt in a comtemporary	"Matryona's Home," p. 199 ACTIVITY: Read the excerpts from Stalin's daughter's memoirs which also strongly reflect the love of homeland.
ers some of the political hich arose in Russia in tury and continued into	

GOALS AND CONTENT	ACTIVITIES AND
A. He sees the emergence of the "little man" as hero.	"The Overcoat," p. 115
B. He becomes aware of an increasing disenchantment with the bureaucratic system and with social injustice.	"The Overcoat," p. 115 "An Incident," p. 33 "A Desperate Character," p. 24
C. He investigates the nature and role of the old nobility.	"A Desperate Character," p. 24
III. The student analyzes the nature of man and his motivations as presented by several of Russia's best-known authors.	
A. He considers the means by which courage and pride manifest themselves.	"The Shot," p. 153
B. He looks at the reactions to imprisonment of a romantic hero.	MAN IN LITERATURE, "A Prisone
C. He explores the qualities of greed and materialism.	"A Christmas Tree and a Weddi "Matryona's Home," p. 199 ACTIVITY: Compare the manner qualities in these stories to Judgments of Shemyaka," p. 42
D. He investigates the many-faceted personality of a character and the forces which shaped that personality.	"A Desperate Character," p. 24

CONTENT	ACTIVITIES AND MATERIALS
emergence of the "little man"	"The Overcoat," p. 115
ware of an increasing dis- with the bureaucratic system cial injustice.	"The Overcoat," p. 115 "An Incident," p. 33 "A Desperate Character," p. 246
ates the nature and role of ility.	"A Desperate Character," p. 246
lyzes the nature of man and as presented by several of nown authors.	
s the means by which courage anifest themselves.	"The Shot," p. 153
the reactions to imprison- omantic hero.	MAN IN LITERATURE, "A Prisoner in the Caucacus," p. 178
the qualities of greed and .	"A Christmas Tree and a Wedding," p. 107 "Matryona's Home," p. 199 ACTIVITY: Compare the manner of treatment of these qualities in these stories to an earlier tale, "The Judgments of Shemyaka," p. 42
ates the many-faceted of a character and the h shaped that personality.	"A Desperate Character," p. 246

GOALS AND CONTENT	ACTIVITIES AND
IV. The student realizes the contributions of the Jewish writer to the literature of Russia.	
A. He analyzes snobbery through a humorous recounting of a boyhood incident.	"In the Basement," p. 50
B. He explores a Jewish narrator's despair and faith; he witnesses a surprise ending.	"Tevye Wins a Fortune," p. 16 ACTIVITY: Do research on the today and give an oral present
V. The student views how the experiences of war have influenced Russian literature.	
A. He analyzes the works of two poets concerning different wars.	"I'm Goya," p. 14 "I Am Goya," p. 115 ACTIVITY: Compare the differe to illustrate the task confron addition, look at the same po Cyrillic to familiarize studen the Russian alphabet.
B. He considers the bitterness toward the enemy in a story springing from World War II.	"The Fate of a Man," p. 167
VI. The student reads a classic Russian drama.	THE SEA GULL, p. 60
A. He examines the structure of the play.	

CONTENT	ACTIVITIES AND MATERIALS
lizes the contributions of er to the literature of	
snobbery through a humorous of a boyhood incident.	"In the Basement," p. 50
a Jewish narrator's despair he witnesses a surprise ending.	"Tevye Wins a Fortune," p. 16 ACTIVITY: Do research on the state of the Jews in Russia today and give an oral presentation to the class.
ws how the experiences of war Russian literature.	
the works of two poets con- fferent wars.	"I'm Goya," p. 14 "I Am Goya," p. 115 ACTIVITY: Compare the differences in the two translations to illustrate the task confronting the translator. In addition, look at the same poem printed on page 12 in the Cyrillic to familiarize students with the appearance of the Russian alphabet.
rs the bitterness toward the story springing from World	"The Fate of a Man," p. 167
ds a classic Russian drama.	THE SEA GULL, p. 60
the structure of the play.	

GOALS AND CONTENT	ACTIVITIES AND
B. He becomes aware of the significance of Chekhov's contributions to the development of drama extending beyond Russian literature.	
C. He sees in the play an investigation of the nature of art.	
D. He understands the use of the symbol.	
E. He considers the consequences of one-sided loves and the complications of human life.	ACTIVITY: Act out parts of T its emphasis on romantic love, to students.)
VII. The student examines some of the many paradoxes present in Russian life and literature.	
A. He sees a yearning for the ideal vs. the disillusionments of reality.	"The Young Man Who Flew Past," ACTIVITY: Discuss whether the in his final act.
B. He looks at ascetic tendencies vs. the extravagances of riotous living.	"A Desperate Character," p. 24
C. He realizes that a deep sense of spirituality has been present along with superstition and the purely outward practices of religion.	"Where Love Is, God Is," p. 23 "Matryona's Home," p. 199

ONTENT	ACTIVITIES AND MATERIALS
ware of the significance contributions to the of drama extending beyond rature.	
he play an investigation of f art.	
ds the use of the symbol.	
the consequences of one- and the complications of	ACTIVITY: Act out parts of THE SEA GULL. (This play, with its emphasis on romantic love, should particularly appeal to students.)
ines some of the many t in Russian life and	
arning for the ideal vs. ionments of reality.	"The Young Man Who Flew Past," p. 46 ACTIVITY: Discuss whether the young man was justified in his final act.
scetic tendencies vs. ances of riotous living.	"A Desperate Character," p. 246
that a deep sense of has been present along ition and the purely out- es of religion.	"Where Love Is, God Is," p. 235 "Matryona's Home," p. 199

GOALS AND CONTENT	ACTIVITIES AND
VIII. The student becomes aware of the economic hardships and of the social customs and mores retained from the past in a Russian village during the 1950's.	"Matryona's Home," p. 199
IX. The student studies poems by several modern Russian writers.	
A. He looks at one poet's view of the art of poetry and analyzes the imagery of the poem.	"Poetry," p. 149
B. He sees a glorification of the people of Moscow in a poem written in traditional verse form.	"On Early Trains," p. 150
C. He studies the use of the symbol and figures of speech in poetry written in free verse.	"First Frost," p. 268 "Foggy Street," p. 269 "Parabolic Ballad," p. 271
D. He notices the conversational quality of some poems.	"Lies," p. 273 "Talk," p. 274 "Encounter," p. 275
E. He reads a monologue on the absence of roles in life.	"Monologue of a Broadway Actr
F. He sees the author assume various roles in a poem about Jewish persecution.	"Babi Yar," p. 278
	ACTIVITY: A committee does r Russia today and presents its panel discussion.

ONTENT	ACTIVITIES AND MATERIALS
omes aware of the economic of the social customs and from the past in a Russian the 1950's.	"Matryona's Home," p. 199
dies poems by several modern .	
one poet's view of the art nd analyzes the imagery of	"Poetry," p. 149
lorification of the people n a poem written in verse form.	"On Early Trains," p. 150
the use of the symbol and speech in poetry written se.	"First Frost," p. 268 "Foggy Street," p. 269 "Parabolic Ballad," p. 271
the conversational quality ms.	"Lies," p. 273 "Talk," p. 274 "Encounter," p. 275
monologue on the absence of fe.	"Monologue of a Broadway Actress," p. 276
author assume various roles bout Jewish persecution.	"Babi Yar," p. 278
	ACTIVITY: A committee does research on censorship in Russia today and presents its findings to the class in panel discussion.

GOALS AND CONTENT	ACTIVITIES AN
X. The student studies a novel from Russian literature. He considers its theme, structure, and relationship to the other Russian literature which he has studied.	THE CAPTAIN'S DAUGHTER THE DEATH OF IVAN ILYCH
XI. The student reads and examines whatever stories from the nations of Eastern Europe the teacher chooses.	
XII. The student reads works selected by the teacher or suggested by the class from the MAN IN LITERATURE text which relate culturally or thematically to the material being studies.	
XIII. The student engages in writing activities relating to the literature being read.	WRITING ACTIVITIES: He revi either from the nineteenth o It would be particularly hel student to read and review a significance to Russian and clear in the texts. Other s increase their knowledge of and review one of Tolstoi's He compares and contrasts a short story written in appro the standpoint of subject ma He writes a research paper (in which he compares the soc described in the selections conditions in Russia today.

CONTENT	ACTIVITIES AND MATERIALS
tudies a novel from Russian le considers its theme, l relationship to the other ature which he has studied.	THE CAPTAIN'S DAUGHTER THE DEATH OF IVAN ILYCH
eads and examines whatever the nations of Eastern Europe hooses.	
eads works selected by the ggested by the class from ERATURE text which relate thematically to the material	
ngages in writing activities he literature being read.	WRITING ACTIVITIES: He reviews another Russian novel, either from the nineteenth or twentieth centuries. It would be particularly helpful for the more ambitious student to read and review a novel by Dostoevski, whose significance to Russian and world literature is not made clear in the texts. Other students who are anxious to increase their knowledge of a gigantic figure might read and review one of Tolstoi's longer novels. He compares and contrasts a Russian and an American short story written in approximately the same era from the standpoint of subject matter, theme, and style. He writes a research paper (not necessarily lengthy) in which he compares the social and economic conditions described in the selections he has read to these conditions in Russia today.

GOALS AND CONTENT	ACTIVITIES AND
	He chooses a poem from the te poem and considers its simila to an American poem, particul viewpoint. He writes essay examinations read.

CONTENT	ACTIVITIES AND MATERIALS
	He chooses a poem from the texts or another Russian poem and considers its similarities and differences to an American poem, particularly from a thematic viewpoint. He writes essay examinations on the literature he has read.

WORLD LITERATURE 2

05052

COURSE DESCRIPTION

In World Literature 2 focus on the literature of Black African writers representing various nation-states and on writings of Europeans representing selected countries. Study intensively twentieth-century writers whose interests are many and diverse but whose objectives are often surprisingly similar. Using poetry, the essay, folk tales, the drama, short stories, and the novel, Black African writers display their rich cultural heritage, fierce love for their homelands, and their promise for the future. Reading in these same literary forms, survey European literature, selected principally from the seventeenth, eighteenth, and nineteenth centuries. Become familiar with writers of France, Germany, and Scandanavia. For students in Grades 12 and 11.

GOALS

The student reads literary works by African, French, German, and Scandanavian writers.

He recognizes the universality of the themes in the literature he has read.

He notes the artistic merits and qualities of the literature he has read.

Materials

Title	Use
BLACK AFRICAN VOICES. Scott, Foresman and Company.	Students
TEUTONIC LITERATURE. Scott, Foresman and Company.	Students
TRANSLATIONS FROM THE FRENCH. Scott, Foresman and Company.	Students
MAN IN LITERATURE. COMPARATIVE WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.	Students
TEACHER'S RESOURCE BOOK to accompany MAN IN LITERATURE. COMPARATIVE WORLD STUDIES IN WORLD STUDIES IN TRANSLATION. Scott, Foresman and Company.	Teacher
TELL FREEDOM. Alfred Knopf, Inc.	Students
THE STRANGER. Random House, Inc.	Students
SIDHARTHA. Published jointly by New Directions Publishing Corporation and Bantam Books, Inc.	Students

WORLD LITERATURE 2

GOALS AND CONTENT	ACTIVITIES AND
UNIT 1: BLACK AFRICAN LITERATURE	Note: Unless otherwise indica area of African literature are BLACK AFRICAN VOICES.
I. The student will read non-fiction accounts of the Black African who has become, in part, Westernized. The student will recognize the conflicting forces which such exposure brings about.	"The Blacks," p. 20
II. Cultural differences not only between White and Black Africans, but between American and African Blacks will be viewed at close-hand range.	"The Blacks," p. 20
III. The student will read several proverbs which reflect the wisdom and perspective of African people.	"Proverbs," p. 52
IV. The student will recognize the persistent struggle of Black African countries to gain freedom and autonomy.	"Defiance Against Force," p. 1
V. The belief in superstition, ritual, and tribal customs remains a way of life for most Africans. The student will read several poems and short stories which support this fact.	"Ritual Murder," p. 146 "The Law of the Grazing Field

ONTENT	ACTIVITIES AND MATERIALS
N LITERATURE	Note: Unless otherwise indicated, selections in the area of African literature are taken from the text, BLACK AFRICAN VOICES.
l read non-fiction accounts of an who has become, in part, he student will recognize the ces which such exposure brings	"The Blacks," p. 20
ences not only between White ans, but between American and will be viewed at close-hand	"The Blacks," p. 20
l read several proverbs which dom and perspective of African	"Proverbs," p. 52
l recognize the persistent ck African countries to gain onomy.	"Defiance Against Force," p. 111
uperstitution, ritual, and remains a way of life for The student will read nd short stories which ct.	"Ritual Murder," p. 146 "The Law of the Grazing Fields," p. 155

GOALS AND CONTENT	ACTIVITIES AND
VI. The student will read a first-hand account of living conditions--abject poverty being the order of the day for the Black miners of South Africa.	"Aboard An African Train," p.
VII. The student will read an allegory-fable and be able to explain political parallels present.	"The Gentlemen of the Jungle, "The Wages of Good," p. 100
VIII. The student will learn the African concept of family or clan.	"The Feud," p. 112 from THE AFRICAN CHILD, p. 19
IX. The student, through his readings, will learn not only what apartheid is, but also the ramifications of such a policy.	"The Dignity of Begging," p.
X. The student will read an African picaresque tale.	The selection listed under Go this goal.
XI. The student of Black African literature will recognize the literary movement of the 1930's called Negritude. This movement will be seen as an outgrowth of increasing Black awareness regarding African culture. The mixed reception of Negritude received by Blacks in no way takes away from its influence.	"Africa," p. 107 "Your Presence," p. 110 "Listen Comrades," p. 108

CONTENT	ACTIVITIES AND MATERIALS
ll read a first-hand account itions--abject poverty being he day for the Black miners a.	"Aboard An African Train," p. 176
ll read an allegory-fable and lain political parallels present.	"The Gentlemen of the Jungle," p. 190 "The Wages of Good," p. 100
ll learn the African concept lan.	"The Feud," p. 112 from THE AFRICAN CHILD, p. 194
hrough his readings, will what apartheid is, but also ons of such a policy.	"The Dignity of Begging," p. 254
ll read an African picaresque	The selection listed under Goal IX will also illustrate this goal.
Black African literature the literary movement of led Negritude. This move- een as an outgrowth of ck awareness regarding e. The mixed reception eceived by Blacks in no from its influence.	"Africa," p. 107 "Your Presence," p. 110 "Listen Comrades," p. 108

GOALS AND CONTENT	ACTIVITIES AND
UNIT 2: TEUTONIC LITERATURE IN ENGLISH TRANSLATION	
I. The student will acquire a basic knowledge of the evolution of modern German.	"German and Related Language
A. The student will learn of the relationship of both Proto-Germanic and Indo-Germanic to modern German.	
B. The student will learn the significance of the Germanic Sound Shift.	
C. The student will be able to define the term dialect and learn how it operates.	
II. The student will familiarize himself with the Dadaist movement, and learn why the irrational, the destructive, and the nihilistic were stressed at certain points in Teutonic poetry and prose.	"Baobab," p. 21
III. The student will read several poems and stories dealing with the many dimensions of war. He will recognize the existence of pacifist literature.	"General, That Tank," p. 53
IV. The student will read several Gothic stories and recognize the popularity of this genre in Teutonic literature.	"The Tunnel," p. 71

CONTENT	ACTIVITIES AND MATERIALS
TERATURE IN ENGLISH TRANSLATION	
ll acquire a basic knowledge on of modern German.	"German and Related Languages," pp. 10-17
will learn of the relation- h Proto-Germanic and Indo- modern German.	
will learn the significance anic Sound Shift.	
will be able to define the t and learn how it operates.	
ll familiarize himself with vement, and learn why the destructive, and the stressed at certain points try and prose.	"Baobab," p. 21
ll read several poems and with the many dimensions ll recognize the existence terature.	"General, That Tank," p. 53
ll read several Gothic cognize the popularity n Teutonic literature.	"The Tunnel," p. 71

GOALS AND CONTENT	ACTIVITIES AND
V. The ever-present conflict between the artist's priorities and those of the mass audience will be made apparent to the student. He will be able to recognize parody and understand how it functions.	"Tristan," p. 174 "The Master Builder," p. 300
VI. The student will read from selections that depict a depression-torn Germany. He will see the extent of suffering, both physical and mental, that such a condition promotes.	"The Invisible Collection,"
VII. The student will explore several representations of family life. He will recognize that a sense of duty often motivates people to settle for dreary lives and that early independence and freedom to make one's own decisions are desirable in most cultures.	"Life Sentence," p. 286
VIII. The student will study the earliest psychological or socially directed "problem play," and become aware of the growing sophistication that was brought about by the introduction of natural dialogue.	THE MASTER BUILDER, p. 300

CONTENT	ACTIVITIES AND MATERIALS
nt conflict between the ities and those of the will be made apparent to He will be able to recog- d understand how it	"Tristan," p. 174 "The Master Builder," p. 300
ll read from selections depression-torn Germany. e extent of suffering, and mental, that such a otes.	"The Invisible Collection," p. 265
ll explore several represen- ily life. He will recognize f duty often motivates people dreary lives and that early nd freedom to make one's are desirable in most cultures.	"Life Sentence," p. 286
ll study the earliest or socially directed "problem ome aware of the growing that was brought about by on of natural dialogue.	THE MASTER BUILDER, p. 300

GOALS AND CONTENT	ACTIVITIES AN
UNIT 3: TRANSLATIONS FROM THE FRENCH	
I. The student of French literature will recognize that translations have, nearly always, inherent inadequacies which cannot be avoided. He will understand that translation is an art, not a science.	"Speaking of Translation," p
II. The student should be able to define what is meant by adaptation. He will also be able to point out the essential demands that are made of the adapter.	The same selection as in Goa
III. The student will study a twentieth-century concept of tragic drama.	ANTIGONE, p. 17
IV. The student will read excerpts from resistance literature, both poetry and and prose, which express different philosophical attitudes toward life.	"The Waltz of the Twenty-Yea "Ballad of One Who Sang at t from ANTI-MEMOIRS, p. 255
V. The student will recognize that literary chauvinism can and does exist in any country.	from MEMOIRS OF A DUTIFUL DA
VI. The student will read of the struggles and discrimination experienced by a Frenchwoman during her early education.	The same selection as in Goa For the highly motivated, Si SECOND SEX is a monumental a and literary merit. Its len study but excerpts will prov

ONTENT	ACTIVITIES AND MATERIALS
FROM THE FRENCH	
rench literature will ranslations have, nearly inadequacies which can- He will understand that n art, not a science.	"Speaking of Translation," p. 9
ld be able to define what tation. He will also be t the essential demands the adapter.	The same selection as in Goal I
study a twentieth- of tragic drama.	ANTIGONE, p. 17
read excerpts from rature, both poetry and express different ttitudes toward life.	"The Waltz of the Twenty-Year Olds," p. 71 "Ballad of One Who Sang at the Stake," p. 73 from ANTI-MEMOIRS, p. 255
recognize that literary nd does exist in any	from MEMOIRS OF A DUTIFUL DAUGHTER, p. 104
read of the struggles ion experienced by a ing her early education.	The same selection as in Goal V. For the highly motivated, Simone de Beauvoir's THE SECOND SEX is a monumental achievement of scholarship and literary merit. Its length precludes comprehensive study but excerpts will prove valuable.

GOALS AND CONTENT	ACTIVITIES AND
VII. The student will read at least one example of existential literature. He will arrive at some workable definition of the term.	"Between Yes and No," p. 131
VIII. The student will read an essay which delineates a Frenchman's point of view regarding big city life.	"The Rains of New York," p. 1
IX. The student will read several maxims and be able to distinguish them from aphorisms and epigrams.	from "The Maxims," p. 256
X. The student will be able to recognize the legitimate uses of irony. He will read one short story that illustrates a truth through irony.	"The Prisoners," p. 288
XI. The student will read at least one science fiction short story and discuss its tone. He will learn how tone influences the interpretation of a work.	"The Earth Dwellers," p. 304
XII. The student will read a play that explores the institution of marriage from many points of view, all designed to amuse as well as enlighten.	"The Forced Marriage," p. 324
XIII. The student will be able to distinguish between English or German ballads and French ballads.	"Three Ballads," p. 355

ONTENT	ACTIVITIES AND MATERIALS
l read at least one example literature. He will arrive e definition of the term.	"Between Yes and No," p. 131
l read an essay which enchman's point of view ity life.	"The Rains of New York," p. 139
l read several maxims and inguish them from aphorisms	from "The Maxims," p. 256
l be able to recognize the of irony. He will read that illustrates a truth	"The Prisoners," p. 288
l read at least one science tory and discuss its tone. ow tone influences the inter- work.	"The Earth Dwellers," p. 304
l read a play that explores of marriage from many points signed to amuse as well as	"The Forced Marriage," p. 324
l be able to distinguish be- r German ballads and	"Three Ballads," p. 355

ADVANCED COMPOSITION

05060

COURSE DESCRIPTION

Seniors, this course offers you opportunities to acquire advanced writing skills and to practice them intensively. In so doing, prepare for college writing experiences. Practical applications centering on the development of single paragraphs and on the development of complete essays will enable you to understand the nature of effective writing and to write effectively. For college-capable students, Grade 12.

GOALS

The student develops his writing skills with regard to the paragraph.

The student develops his writing skills with regard to the essay.

The student develops skills he needs for research.

Materials

Title	Use
WRITING WITH A PURPOSE. Houghton Mifflin Company.	Students
TEACHING WITH A PURPOSE (Instructor's Guide and Resource Book for WRITING WITH A PURPOSE, 5th Edition). Houghton Mifflin Company.	Teacher
BETTER PARAGRAPHS. Third Edition. Chandler Publishing Company.	Students, Teacher
THE LIVELY ART OF WRITING. New American Library.	Students, Teacher

GOALS AND CONTENT	ACTIVITIES AND
I. The student writes effective sentences.	
A. The student learns to write an effective topic sentence which contains a general, dominant idea and a significant, controlling idea relevant to it.	WRITING WITH A PURPOSE, Ch.
B. The student learns to write an effective clincher sentence.	WRITING WITH A PURPOSE, Ch.
C. The student writes a variety of kinds of effective sentences.	WRITING WITH A PURPOSE, Ch.
D. The student develops a sense of appropriate sentence structure.	WRITING WITH A PURPOSE, pp.
II. The student writes effective paragraphs.	
A. The student develops paragraphs by means of facts only, details only, examples only, incidents only, reasons only. He learns how to use a combination of these methods where needed.	
B. The student writes paragraphs of exposition, description, narration, and persuasion.	WRITING WITH A PURPOSE, Ch.
C. The student develops paragraphs which have unity and coherence.	WRITING WITH A PURPOSE, Ch. THE LIVELY ART OF WRITING, C
D. The student develops paragraphs using the active voice.	THE LIVELY ART OF WRITING, C

ONTENT	ACTIVITIES AND MATERIALS
s effective sentences.	
earns to write an effective e which contains a general, and a significant, control- evant to it.	WRITING WITH A PURPOSE, Ch. 5
earns to write an effective ence.	WRITING WITH A PURPOSE, Ch. 5
rites a variety of kinds of tences.	WRITING WITH A PURPOSE, Ch. 6
evelops a sense of appropri- structure.	WRITING WITH A PURPOSE, pp. 354-366
s effective paragraphs.	
evelops paragraphs by means , details only, examples only, ly, reasons only. He learns combination of these methods .	
rites paragraphs of exposition, narration, and persuasion.	WRITING WITH A PURPOSE, Ch. 13 (for persuasion).
evelops paragraphs which have herence.	WRITING WITH A PURPOSE, Ch. 5 THE LIVELY ART OF WRITING, Ch. 6
evelops paragraphs using the .	THE LIVELY ART OF WRITING, Ch. 8

GOALS AND CONTENT	ACTIVITIES AND
III. The student learns the structure and purposes of the essay and applies his knowledge to the essays he writes. A. The student learns the functions of the parts of an essay: 1. the introduction 2. the thesis statement 3. the body 4. the conclusion B. The student learns that, even though a combination of the forms of discourse may be employed in the development of an essay, an essay has but one central purpose--to explain, to describe, to narrate, or to persuade.	WRITING WITH A PURPOSE, Chs. THE LIVELY ART OF WRITING, Ch
C. The student writes essays that have organization, unity, coherence, originality, logical transitions (both within arguments being developed and from one argument to another) and a personal, individual style. D. The student learns that elements of structure applicable to a single paragraph are applicable as well to paragraphs of an essay.	WRITING WITH A PURPOSE, Chs. THE LIVELY ART OF WRITING, Ch

CONTENT	ACTIVITIES AND MATERIALS
arns the structure and essay and applies his he essays he writes.	WRITING WITH A PURPOSE, Chs. 1, 4 and 5 THE LIVELY ART OF WRITING, Chs. 1-4
learns the functions of f an essay: roduction sis statement y nclusion	
learns that, even though ion of the forms of discourse loyed in the development of n essay has but one central explain, to describe, to to persuade.	
writes essays that have n, unity, coherence, , logical transitions (both ments being developed and gument to another) and a ndividual style.	WRITING WITH A PURPOSE, Chs. 1, 3-5, and 8 THE LIVELY ART OF WRITING, Chs. 5, 7, 9, and 11-13
learns that elements of pplicable to a single re applicable as well to of an essay.	

GOALS AND CONTENT	ACTIVITIES AND
IV. The student learns the procedures necessary for research.	WRITING WITH A PURPOSE, Chs. 1 THE LIVELY ART OF WRITING, Ch.
A. The student learns about primary and and secondary sources relevant to research.	WRITING WITH A PURPOSE, Chs. 1 THE LIVELY ART OF WRITING, Ch.
B. The student learns that primary and secondary sources are intended to back up, to support, to provide evidence only for his own judgments; he learns that the topic argument of each paragraph that supports the thesis statement must be original, even though it may have been deduced from primary or secondary sources.	THE LIVELY ART OF WRITING, Ch.

CONTENT	ACTIVITIES AND MATERIALS
rns the procedures necessary	WRITING WITH A PURPOSE, Chs. 11 and 12
	THE LIVELY ART OF WRITING, Ch. 14
learns about primary and ry sources relevant to	WRITING WITH A PURPOSE, Chs. 11-12 THE LIVELY ART OF WRITING, Ch. 14, pp. 165-176
learns that primary and ources are intended to back ort, to provide evidence s own judgments; he learns pic argument of each para- supports the thesis statement ginal, even though it may have d from primary or secondary	THE LIVELY ART OF WRITING, Ch. 14, pp. 166-167

NOTE: Students do not always realize that the best reason for writing is to express worthwhile ideas--either to state their own original thoughts or to explore, explicate, or criticize the ideas of others. Learning to write well means learning to express those ideas through language without damaging the thought. In the course, students should attend carefully to grammar and language structure as ways to achieve clarity of thought and to logic and clarity of thought as the primary precursors of the uses of grammar and language structure.

Methods of teaching composition differ greatly. One possible way the teacher may begin the course is to assign to all students a basic composition exercise. After correcting the papers, the teacher might select from the students' papers common errors and make these the basis of a lesson, using the board, an overhead projector, or a dittoed worksheet as ways to involve the class. (When working with students' errors in writing, it is usually wise to select some examples from the work of each student and to avoid selecting a great many errors from the writing of an individual.) This approach attacks directly the problems students have in their own writing. It will serve as a gauge of students' abilities, guiding the teacher to areas that need more intensive study and providing students with immediate feedback on their errors.

FILMS: No wealth of films is available on the topic of Advanced Composition. Some few films may be obtained from Audiovisual Services or from the St. Louis Public Library. Below are listed two films which may prove useful in certain areas of study for Advanced Composition:

F 161-102	COMPREHENSIVE SKILLS (on paragraphs)
FPL	HOW TO USE THE READER'S GUIDE TO PERIODICAL LITERATURE

ADVANCED LITERATURE

05080

COURSE DESCRIPTION

This advanced course offers you who are serious students of literature opportunities to examine critically the topics, themes, and elements with which good literature concerns itself. Learn to recognize, evaluate, and appreciate the qualities of good literature through a close study of poetry, drama, the short story, and the novel. For college-capable students in Grades 11 or 12.

GOALS

The student studies some of the major aspects of literature in order to learn how a writer does what he does.

The student learns to evaluate literature in order to determine how well a writer does what he does.

The student studies one or more approaches to literary criticism in order to accustom himself to the multiple approaches to the content of literature available to critics.

The student studies types of literature in terms of the aspects of literature, the evaluation of literature, and the content of literature.

Materials

Title	Use
BETTER READING TWO: LITERATURE, 4th Edition. Scott, Foresman and Company.	Students, Teacher
BLACK WRITERS OF AMERICA: A COMPREHENSIVE ANTHOLOGY. The Macmillan Company.	Students, Teacher

ADVANCED LITERATURE

GOALS AND CONTENT	ACTIVITIES AND
I. The student studies some of the major aspects of literature in order to learn how a writer does what he does.	
A. The student distinguishes between fact and opinion.	BETTER READING II: LITERATURE
B. The student studies action.	BETTER READING II: LITERATURE
C. The student studies character.	BETTER READING II: LITERATURE
D. The student studies setting.	BETTER READING II: LITERATURE
E. The student studies language.	BETTER READING II: LITERATURE
F. The student studies tone, point of view, and atmosphere.	BETTER READING II: LITERATURE
G. The student studies meanings in literature.	BETTER READING II: LITERATURE
II. The student learns to evaluate literature in order to determine how well a writer does what he does.	
A. The student studies artistry in details.	BETTER READING II: LITERATURE
B. The student studies internal consistency.	BETTER READING II: LITERATURE

ONTENT	ACTIVITIES AND MATERIALS
ies some of the major aspects order to learn how a writer s.	
distinguishes between fact and	BETTER READING II: LITERATURE, pp. 2-30
studies action.	BETTER READING II: LITERATURE, pp. 30-45
studies character.	BETTER READING II: LITERATURE, pp. 45-57
studies setting.	BETTER READING II: LITERATURE, pp. 57-72
studies language.	BETTER READING II: LITERATURE, pp. 73-87
studies tone, point of view, re.	BETTER READING II: LITERATURE, pp. 87-109
studies meanings in literature.	BETTER READING II: LITERATURE, pp. 109-135
ns to evaluate literature in ne how well a writer does	
studies artistry in details.	BETTER READING II: LITERATURE, pp. 140-145
studies internal consistency.	BETTER READING II: LITERATURE, pp. 145-171

GOALS AND CONTENT	ACTIVITIES AND
III. The student studies one or more approaches to literary criticism in order to accustom himself to the multiple approaches to the content of literature available to critics.	
A. The student studies escape in literature.	BETTER READING II: LITERATURE
B. The student studies biography in literature.	BETTER READING II: LITERATURE
C. The student studies psychology in literature.	BETTER READING II: LITERATURE
D. The student studies myth in literature.	BETTER READING II: LITERATURE
E. The student studies society in literature.	BETTER READING II: LITERATURE
F. The student studies morality in literature.	BETTER READING II: LITERATURE
G. The student studies philosophy in literature.	BETTER READING II: LITERATURE
IV. The student studies types of literature in terms of the aspects of literature, the evaluation of literature, and the content of literature.	
A. The student studies prose fiction.	BETTER READING II: LITERATURE BLACK WRITERS OF AMERICA, PAR Slavery and Racism: 1800-1860

CONTENT	ACTIVITIES AND MATERIALS
udies one or more approaches to cism in order to accustom him- ltiple approaches to the con- ture available to critics.	
studies escape in literature.	BETTER READING II: LITERATURE, pp. 177-182
studies biography in literature.	BETTER READING II: LITERATURE, pp. 182-191
studies psychology in liter-	BETTER READING II: LITERATURE, pp. 191-205
studies myth in literature.	BETTER READING II: LITERATURE, pp. 205-210
studies society in literature.	BETTER READING II: LITERATURE, pp. 210-219
studies morality in literature.	BETTER READING II: LITERATURE, pp. 219-228
studies philosophy in liter-	BETTER READING II: LITERATURE, pp. 228-234
dies types of literature in ects of literature, the terature, and the content	
studies prose fiction.	BETTER READING II: LITERATURE, pp. 338-505 BLACK WRITERS OF AMERICA, PART II, "The Struggle Against Slavery and Racism: 1800-1860."

GOALS AND CONTENT	ACTIVITIES AND
	BLACK WRITERS OF AMERICA, PART the Civil War: 1861-1865."
	BLACK WRITERS OF AMERICA, PART Reaction: 1865-1915."
	BLACK WRITERS OF AMERICA, PART Radicalism: 1915-1945."
	BLACK WRITERS OF AMERICA, PART Since 1945."
B. The student studies the drama.	BETTER READING II, LITERATURE
	BLACK WRITERS OF AMERICA, PART Radicalism: 1915-1945."
	BLACK WRITERS OF AMERICA, PART Since 1945."
C. The student studies poetry.	BETTER READING II, LITERATURE
	BLACK WRITERS OF AMERICA, PART

CONTENT	ACTIVITIES AND MATERIALS
	BLACK WRITERS OF AMERICA, PART III "The Black Man in the Civil War: 1861-1865." BLACK WRITERS OF AMERICA, PART IV "Reconstruction and Reaction: 1865-1915." BLACK WRITERS OF AMERICA, PART V "Renaissance and Radicalism: 1915-1945." BLACK WRITERS OF AMERICA, PART VI "The Present Generation: Since 1945."
studies the drama.	BETTER READING II, LITERATURE, pp. 505-704 BLACK WRITERS OF AMERICA, PART V, "Renaissance and Radicalism: 1915-1945." BLACK WRITERS OF AMERICA, PART VI, "The Present Generation: Since 1945."
studies poetry.	BETTER READING II, LITERATURE, pp. 704-819 BLACK WRITERS OF AMERICA, PART I - PART VI.

ADVANCED COMPOSITION AND LITERATURE 1

05101

COURSE DESCRIPTION

This advanced course offers you who are serious students of composition and literature opportunities to examine critically qualities of good literature and to recognize, evaluate, and come to appreciate their intrinsic worth. Study of composition skills combined with study of the qualities of poetry and the short story will provide you with the tools you need to write literary criticism. Open to college-capable students in Grades 11 or 12.

GOALS

The student develops his writing skills with regard to the paragraph and the essay.

He studies and criticizes prose fiction (short story) and poetry.

Materials

Title	Use
BETTER READING TWO: LITERATURE, 4th Edition. Scott, Foresman and Company.	Students, Teacher
WRITING THEMES ABOUT LITERATURE, 3rd Edition. Prentice-Hall, Inc.	Students, Teacher
SOUND AND SENSE: AN INTRODUCTION TO POETRY, 4th Edition. Harcourt, Brace Jovanovich, Inc.	Students, Teacher
WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition. Harcourt, Brace Jovanovich, Inc.	Students
WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition, TEACHING TESTS. Harcourt, Brace Jovanovich, Inc.	Teacher

GOALS AND CONTENT

I. The student develops his writing skills.

A. He learns to develop paragraphs in various ways (by examples, comparison and contrast, definition, combination, etc.), striving to achieve unity and coherence. He uses the forms of discourse.

1. He writes paragraphs of description.
2. He writes paragraphs of exposition.
3. He writes paragraphs of argument and persuasion.
4. He writes paragraphs of narration.

B. He writes themes several paragraphs in length, striving to achieve unity and coherence.

C. The student learns to write (or reviews how to write) an essay in terms of its basic structure.

1. He examines the introduction and practices writing interesting introductions.

2. He learns the purpose of the thesis statement and writes clear thesis statements.

3. He recognizes the body of an essay and learns to construct and organize the body of his own essays.

ACTIVITIES AND

WRITING THEMES ABOUT LITERATU
WARRINER'S ENGLISH GRAMMAR AN
COURSE, pp. 312, 313, 316, 33
pp. 346, 348-9, 353, 361-2, 3

NOTE: This text offers many
related to literature. The s
of these themes to develop hi

ONTENT	ACTIVITIES AND MATERIALS
lops his writing skills.	
develop paragraphs in various mples, comparison and contrast, combination, etc.), striving to y and coherence. He uses the course.	WRITING THEMES ABOUT LITERATURE. WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, pp. 312, 313, 316, 330, 331, 334, 341, 345, pp. 346, 348-9, 353, 361-2, 368-371
s paragraphs of description. s paragraphs of exposition. s paragraphs of argument and on. s paragraphs of narration.	NOTE: This text offers many ideas for theme subjects related to literature. The student can utilize some of these themes to develop his writing skills.
emes several paragraphs in length, achieve unity and coherence.	
learns to write (or reviews how essay in terms of its basic	
nes the introduction and practices interesting introductions.	
s the purpose of the thesis state- writes clear thesis statements.	
nizes the body of an essay and o construct and organize the his own essays.	

GOALS AND CONTENT	ACTIVITIES AN
4. He understands the purposes of the conclusion of an essay and learns to write effective conclusions.	
D. The student learns to use the basic forms of discourse (description, exposition, argumentation, narration) as these are appropriate in his essays.	ACTIVITY: The student may w explaining, for example, ide and incorporating narration, argument in the development
E. The student reads several related literary works and writes a critical analysis essay. (This objective is to be assigned to those students who, in the teacher's opinion, will benefit from it.)	ACTIVITY: The student may w analysis, using three or mor for comparison of common qua characters, setting, or styl groupings in appendex.)
F. The student accustoms himself to a personal style of writing with which he can write comfortably.	
G. The student produces pieces of writing that express his creativity.	
II. The student examines excellent examples of various types of literature (especially poetry and prose fiction) and understands the basic elements of critical thought--opinion and reason. He learns to think critically in terms of the major literary elements.	SOUND AND SENSE NOTE: The student should ut the beginning of the course b literary elements relative n to other literary genre.

CONTENT	ACTIVITIES AND MATERIALS
rstands the purposes of the ion of an essay and learns to ffective conclusions.	
learns to use the basic forms e (description, exposition, on, narration) as these are in his essays.	ACTIVITY: The student may write an expository essay explaining, for example, ideals held dear by Americans and incorporating narration, description, and/or argument in the development of his thesis statement.
reads several related literary rites a critical analysis essay. tive is to be assigned to those o, in the teacher's opinion, will n it.)	ACTIVITY: The student may write an essay of critical analysis, using three or more literary works as a basis for comparison of common qualities such as theme, characters, setting, or style. (See examples of such groupings in appendex.)
accustoms himself to a per- of writing with which he can rtably.	
produces pieces of writing s his creativity.	
mines excellent examples of f literature (especially e fiction) and understands nts of critical thought-- son. He learns to think erms of the major literary	SOUND AND SENSE NOTE: The student should utilize SOUND AND SENSE from the beginning of the course because it illustrates literary elements relative not only to poetry but also to other literary genre.

GOALS AND CONTENT	ACTIVITIES AND
A. He reviews action.	BETTER READING TWO: LITERATUR examples from the text. BETTER READING TWO: LITERATUR
B. He examines character.	BETTER READING TWO: LITERATUR WRITING THEMES ABOUT LITERATU F 372-111 THE SECRET SHA
C. He studies setting.	BETTER READING TWO: LITERATUR
D. He analyzes uses of language.	BETTER READING TWO: LITERATUR
1. He recognizes imagery and reads it well.	WRITING THEMES ABOUT LITERATU
2. He understands the relationship of figurative language and meaning.	
E. He recognizes tone.	WRITING THEMES ABOUT LITERATU BETTER READING TWO: LITERATUR SOUND AND SENSE, pp. 152-156 F 372-114 THE VIOLIN
F. He analyzes the uses and effects of point-of-view.	WRITING THEMES ABOUT LITERATU BETTER READING TWO: LITERATUR F SILENT SNOW, S F 369-111 MY OLD MAN

CONTENT	ACTIVITIES AND MATERIALS
action.	BETTER READING TWO: LITERATURE. The teacher selects examples from the text.
	BETTER READING TWO: LITERATURE, p. 30ff.
character.	BETTER READING TWO: LITERATURE, p. 45ff.
	WRITING THEMES ABOUT LITERATURE, Chapter 3
	F 372-111 THE SECRET SHARER (dual personality)
setting.	BETTER READING TWO: LITERATURE, p. 57ff.
uses of language.	BETTER READING TWO: LITERATURE, p. 73ff.
gnizes imagery and reads it	WRITING THEMES ABOUT LITERATURE, Chapter 11
rstands the relationship rative language and mean-	
es tone.	WRITING THEMES ABOUT LITERATURE, Chapter 12 BETTER READING TWO: LITERATURE, p. 88ff. SOUND AND SENSE, pp. 152-156
	F 372-114 THE VIOLIN
the uses and effects -view.	WRITING THEMES ABOUT LITERATURE, Chapter 4 BETTER READING TWO: LITERATURE, p. 23ff.
	F SILENT SNOW, SECRET SNOW F 369-111 MY OLD MAN

GOALS AND CONTENT	ACTIVITIES AN
G. He recognizes the uses and effects of atmosphere.	BETTER READING TWO: LITERATU
H. He knows that meaning is a major aspect of literature.	BETTER READING TWO: LITERATU NOTE: If the teacher sees f content, pp. 177-234, may be
I. He learns to analyze structure and to see the importance of form.	WRITING THEMES ABOUT LITERAT BETTER READING TWO: LITERATU
III. The student reads and analyzes selected short stories.	BETTER READING TWO: LITERATU
A. He analyzes each author's uses of the aspects of literature studies.	NOTE: The teacher may selec and individual study.
B. He writes short critical papers on any one or combination of these aspects which interest him in a short story of his choice.	
IV. The student examines excellent examples of various types of poetry and learns to think critically in terms of the elements of poetry.	BETTER READING TWO: LITERATU SOUND AND SENSE NOTE: SOUND AND SENSE is th as they study poetry. The t class or individual study fr

CONTENT	ACTIVITIES AND MATERIALS
zes the uses and effects ere.	BETTER READING TWO: LITERATURE, p. 95ff.
hat meaning is a major literature.	BETTER READING TWO: LITERATURE, p. 109ff. NOTE: If the teacher sees fit, the section on evaluating content, pp. 177-234, may be used.
to analyze structure and e importance of form.	WRITING THEMES ABOUT LITERATURE, Chapter 10 BETTER READING TWO: LITERATURE, pp. 137-176
ads and analyzes selected	BETTER READING TWO: LITERATURE, pp. 338-504
s each author's uses of the literature studies.	NOTE: The teacher may select short stories for class and individual study.
short critical papers on any bination of these aspects rest him in a short story ice.	
amines excellent examples of of poetry and learns to think terms of the elements of poetry.	BETTER READING TWO: LITERATURE, pp. 712-818 SOUND AND SENSE NOTE: SOUND AND SENSE is the primary guide for students as they study poetry. The teacher will select poems for class or individual study from basic texts.

GOALS AND CONTENT	ACTIVITIES AND
A He recognizes denotation and connotation.	SOUND AND SENSE, Chapter 3
B. He recognizes imagery, analyzes its uses, and enjoys its effects.	SOUND AND SENSE, Chapter 4 WRITING THEMES ABOUT LITERATU
C. He becomes familiar with figurative language:	SOUND AND SENSE, Chapters 5 a
1. Metaphor	SOUND AND SENSE, Chapter 5
2. Personification	
3. Metonymy	
4. Symbol	SOUND AND SENSE, Chapter 6
5. Allegory	
	F 373-100 THE CROCODILE
	NOTE: Chapter 7 treats parad statement, and irony. If tim wishes, the teacher might int these uses of figurative lang
D. He analyzes uses of allusion.	SOUND AND SENSE, Chapter 8
E. He enjoys the uses of musical devices in poetry.	SOUND AND SENSE, Chapter 11
F. He studies the effects of rhythm and meter in poetry.	SOUND AND SENSE, Chapter 12
	ACTIVITIES: Students should explanations of mechanics, co and emotional intensity in po READING TWO: LITERATURE, pp. 819. The teacher will select appropriate to individuals an

CONTENT	ACTIVITIES AND MATERIALS
es denotation and connotation.	SOUND AND SENSE, Chapter 3
es imagery, analyzes its uses, its effects.	SOUND AND SENSE, Chapter 4 WRITING THEMES ABOUT LITERATURE, Chapter II
familiar with figurative	SOUND AND SENSE, Chapters 5 and 6
r fication y	SOUND AND SENSE, Chapter 5
y	SOUND AND SENSE, Chapter 6
	F 373-100 THE CROCODILE (Satire, Allegory)
	NOTE: Chapter 7 treats paradox, overstatement, understatement, and irony. If time permits and the class wishes, the teacher might introduce from one to all of these uses of figurative language.
uses of allusion.	SOUND AND SENSE, Chapter 8
he uses of musical devices	SOUND AND SENSE, Chapter 11
the effects of rhythm and etry.	SOUND AND SENSE, Chapter 12
	ACTIVITIES: Students should pay particular attention to explanations of mechanics, compactness, figurativeness, and emotional intensity in poetry as explained in BETTER READING TWO: LITERATURE, pp. 705ff., especially pp. 712-819. The teacher will select readings in poetry that are appropriate to individuals and to the class.

GOALS AND CONTENT	ACTIVITIES AND
	R 576-102 CANTERBURY TAL F 358-103 CHAUCER'S ENGL
	F 263-132 POETRY FOR ME
	F 372-115 WALT WHITMAN-P
	F 371-104 ROMANTICISM: T
V. Writing About Literature:	WRITING THEMES ABOUT LITERATU
A. The student concentrates on verbalizing and writing his own critiques of literature.	SOUND AND SENSE, Standards fo critiques, Ch. 15, 16
B. The student learns to select an appropriate topic and to establish a relevant and significant thesis for an essay of literary criticism.	WRITING THEMES ABOUT LITERATU selecting a topic.
C. The student learns to pattern a sentence outline for his essay of literary criticism that shows how he intends to advance the thesis.	Class and panel discussion wi his ideas.
D. He develops his essay.	

ONTENT	ACTIVITIES AND MATERIALS
	R 576-102 CANTERBURY TALES F 358-103 CHAUCER'S ENGLAND
	F 263-132 POETRY FOR ME
	F 372-115 WALT WHITMAN-POET FOR A NEW AGE
	F 371-104 ROMANTICISM: THE REVOLT OF THE SPIRIT
terature:	WRITING THEMES ABOUT LITERATURE, "Introduction"
concentrates on verbalizing his own critiques of	SOUND AND SENSE, Standards for judgment in preparing critiques, Ch. 15, 16
learns to select an appropriate establish a relevant and thesis for an essay of literary	WRITING THEMES ABOUT LITERATURE, "Introduction"--selecting a topic.
learns to pattern a sentence his essay of literary at shows how he intends to thesis.	Class and panel discussion will help the student clarify his ideas.
his essay.	

EXAMPLES OF LITERARY WORKS GROUPED FOR COMPARISON
(For Critical Analysis Essay)

Note to Teachers: This list is intended only to illustrate possible groupings of literary works for the required essay in critical analysis. Although the topics and titles offered here are for the use of those who wish suggestions, students should be encouraged to make up their own combinations - not necessarily from titles in this list.

Author	Title	Basis for Comparison
Ibsen, Hendrik	A DOLL'S HOUSE	
Bronte, Charlotte	JANE EYRE	
Mitchell, Margaret	GONE WITH THE WIND	The independent woman
Thackeray, William M.	VANITY FAIR	
Gaines, Ernest J.	THE AUTOBIOGRAPHY OF MISS JANE PITMAN	
Bronte, Emily	WUTHERING HEIGHTS	
Robinson, E. A.	TRISTRAM (or any other version of the Tristram and Isolt story)	Tragic Love
Shakespeare, William	ROMEO AND JULIET	
Hemingway, Ernest	FAREWELL TO ARMS	
Bentley, E. C.	TRENT'S LAST CASE	
Buchan, John	ADVENTURES OF RICHARD HANNAY: THE THIRTY-NINE STEPS	Detectives' methods
Christie, Agatha	MURDER ON THE ORIENT EXPRESS	
Collins, Wilkie	THE MOONSTONE	
Poe, Edgar Allan	MURDERS IN THE RUE MORGUE	
De La Roche, Mazo	JALNA	
Galsworthy, John	THE FORSYTE SAGA	Family Life
O'Neill, Eugene	AH, WILDERNESS!	
Hansberry, Lorraine	RAISIN IN THE SUN	

Bronte, Charlotte	JANE EYRE	The Brontes
Bronte, Emily	WUTHERING HEIGHTS	
White, E. B.	WILD DECEMBER	
Stone, Irving	LOVE IS ETERNAL	Lincoln
Bacheller, Irving	A MAN FOR THE AGES	
Bishop, James	THE DAY LINCOLN WAS SHOT	
Drinkwater, John	ABRAHAM LINCOLN	
Sandburg, Carl	THE WAR YEARS	
Fraser, Antonia	MARY QUEEN OF SCOTS	The life of queens
Anderson, Maxwell	MARY OF SCOTLAND	
Stephens, Eva	VICTORIA AND ALBERT	
Strachey, Lytton	QUEEN VICTORIA	
Jenkins, Elizabeth	ELIZABETH THE GREAT	
Hemingway, Ernest	THE OLD MAN AND THE SEA	Man and the sea
Melville, Herman	MOBY DICK	
Nordhoff, Charles B.	PEARL LAGOON	
Conrad, Joseph	THE LAGOON	
Chaucer, Geoffrey	THE PARDONER'S TALE	Lust for gold
Traven, B.	THE TREASURE OF SIERRA MADRE	
London, Jack	TOO MUCH GOLD	
Lee, Harper	TO KILL A MOCKINGBIRD	Mob violence
Clark, Walter	THE OX-BOW INCIDENT	
Dickens, Charles	BARNABY RUDGE	
Miller, Arthur	THE CRUCIBLE	
Hugo, Victor	THE HUNCHBACK OF NOTRE DAME	Physical handicap and personality
Kipling, Rudyard	THE LIGHT THAT FAILED	
Maugham, Somerset	OF HUMAN BONDAGE	
Shakespeare, William	RICHARD III	
Steele, Wilbur	FOOTFALLS	

Shakespeare, William	MACBETH	Crime and conscience
Dostoievsky, Fedor	CRIME AND PUNISHMENT	
Troyat, Henri	THE MOUNTAIN	
Wilder, Thornton	THE BRIDGE OF SAN LUIS REY	
Poe, Edgar Allan	THE TELLTALE HEART	
Boulle, Pierre	FACE OF A HERO	Irony
Arnold, Matthew	SOHRAB AND RUSTUM	
Hawthorne, Nathaniel	THE AMBITIOUS GUEST	
Twain, Mark	PERSONAL RECOLLECTIONS OF JOAN OF ARC	Miracles and visions
Shaw, George Bernard	SAINT JOAN	
Werfel, Franz	THE SONG OF BERNADETTE	
Buck, Pearl	THE GOOD EARTH	Poverty
Dickens, Charles	OLIVER TWIST	
Steinbeck, John	THE GRAPES OF WRATH	
Andreyev, Leonid	SEVEN WHO WERE HANGED	Conflict between the individual and society
Dreiser, Theodore	AN AMERICAN TRAGEDY	
Galsworthy, John	JUSTICE	
Lewis, Sinclair	KINGSBLOOD ROYAL	
Ellison, Ralph	INVISIBLE MAN	
Buck, Pearl	THE GOOD EARTH	Hardships of farm life
Cather, Willa	MY ANTONIA	
Carroll, Gladys H.	AS THE EARTH TURNS	
Rolvaag, O. E.	GIANTS IN THE EARTH	
Stuart, Jesse	THE THREAD THAT RUNS SO TRUE	
Edmonds, Walter	DRUMS ALONG THE MOHAWK	Hardships of American pioneers
Garland, Hamlin	SON OF THE MIDDLE BORDER	
Roberts, Kenneth	NORTHWEST PASSAGE	
Rolvaag, O. E.	GIANTS IN THE EARTH	

Clark, Walter	THE TRACK OF THE CAT	Fear
James, Henry	THE TURN OF THE SCREW	
O'Neill, Eugene	THE EMPEROR JONES	
Bellamy, Edward	LOOKING BACKWARD	Utopias
Butler, Samuel	EREWHON	
More, Sir Thomas	UTOPIA	
Huxley, Aldous	BRAVE NEW WORLD	Negative Utopias
Orwell, George	1984	
Bradbury, Ray	FARENNEIT 451	
Bristow, Gwen	JUBILEE TRAIL	Settling of the West
Jennings, John	RIVER OF THE WEST	
Parkman, Francis	OREGON TRAIL	
Twain, Mark	THE GILDED AGE	Politics
Warren, Robert P.	ALL THE KING'S MEN	
Wellman, Paul	WALLS OF JERICHO	
Barrie, James M.	WHAT EVERY WOMAN KNOWS	
Bromfield, Louis	THE GREEN BAY TREE	
Tarkington, Booth	THE GENTLEMAN FROM INDIANA	
O'Connor, Edwin	THE LAST HURRAH	
Boyd, James	MARCHING ON	The Civil War
Crane, Stephen	THE RED BADGE OF COURAGE	
Mitchell, Margaret	GONE WITH THE WIND	
Cantor, MacKinley	LONG REMEMBER	
Catton, Bruce	A STILLNESS AT APPOMATTOX	
London, Jack	THE SEA WOLF	Mutiny on the sea
Nordhoff and Hall	THE RISE OF SILAS LAPHAM	
Wouk, Herman	THE CAINE MUTINY	

Howells, William Dean	THE RISE OF SILAS LAPHAM	American business man
Lewis, Sinclair	BABBITT	
Marquand, John P.	THE LATE GEORGE APLEY	
Camus, Albert	THE PLAGUE	The medical profession
Cronin, A. J.	CITADEL	
Heiser, Victor	AN AMERICAN DOCTOR'S ODYSSEY	
Lewis, Sinclair	ARROWSMITH	
Braithwaite, Edward	TO SIR, WITH LOVE	The teacher
Eggleston, Edward	HOOSIER SCHOOLMASTER	
Hilton, James	GOODBYE, MR. CHIPS	
Kelly, Myra	CHRISTMAS PRESENT FOR A LADY	
Rattigan, Terrence	THE BROWNING VERSION	
Cozzens, James G.	LAST ADAM (Doctor)	Comparison of Profession
Cozzens, James G.	THE JUST AND THE UNJUST (lawyer)	
Cozzens, James G.	GUARD OF HONOR (Military)	
Barrie, James M.	THE LITTLE MINISTER	The missionary
Cronin, Archibald J.	THE KEYS OF THE KINGDOM	
McKee, Ruth	THE LORD'S ANOINTED	
Bowles, Cynthia	AT HOME IN INDIA	West meets East
Gunther, John	INSIDE RUSSIA	
Hersey, John	A SINGLE PEBBLE	
Forster, E. M.	PASSAGE TO INDIA	
Besier, Theodore	THE BARRETTS OF WIMPOLE STREET	Elizabeth Barrett Browning
Cornell, Katherine	I WANTED TO BE AN ACTREES	
Woolf, Virginia	FLUSH	
Fitzgerald, F. Scott	THE GREAT GATSBY	Human vanity
Thackeray, William	VANITY	
Warren, Robert Penn	ALL THE KING'S MEN	

ADVANCED COMPOSITION AND LITERATURE 1 05101

Steinbeck, John	GRAPES OF WRATH	Man's inhumanity to man
Golding, William	LORD OF THE FLIES	
Porter, Katherine Ann	SHIP OF FOOLS	
Crane, Stephen	RED BADGE OF COURAGE	Self-knowledge
James, Henry	PORTRAIT OF A LADY	
Conrad, Joseph	HEART OF DARKNESS	
Knowles, Patrick	A SEPARATE PEACE	
Hemingway, Ernest	THE OLD MAN AND THE SEA	Conflict of wills
Joyce, James	PORTRAIT OF THE ARTIST AS A YOUNG MAN	
Melville, Herman	BILLY BUDD	
Wolfe, Thomas	LOOK HOMEWARD, ANGEL	
Sheridan, Richard	THE RIVALS	Humor
Sheridan, Richard	SCHOOL FOR SCANDAL	
Wilde, Oscar	THE IMPORTANCE OF BEING ERNEST	
Ross, Leonard	EDUCATION OF HYMAN KAPLAN	
Muller, Herbert	ADLAI STEVENSON: A STUDY IN VALUES	Values
Miller, Arthur	DEATH OF A SALESMAN	
Boulle, Pierre	BRIDGE OVER THE RIVER KWAI	
Frank, Anne	DIARY OF A YOUNG GIRL	Courage
Hersey, John	HIROSHIMA	
Ibsen, Hendrik	AN ENEMY OF THE PEOPLE	
Hansberry, Lorraine	TO BE YOUNG, GIFTED AND BLACK	Individual worth
Griffin, John	BLACK LIKE ME	
Patton, Alan	CRY, THE BELOVED COUNTRY	
Trevino, Elizabeth	I, JUAN DE PAREJA	
Lee, Harper	TO KILL A MOCKINGBIRD	

Turgenev, Ivan	FATHERS AND SONS	Personality problems
Williams, Tennessee	THE GLASS MENAGERIE	
Conrad, Joseph	LORD JIM	
Fitzgerald, F. Scott	THE GREAT GATSBY	
Frank, Pat	ALAS, BABYLON	Atomic war
Shute, Nevil	ON THE BEACH	
Knebel and Baily	SEVEN DAYS IN MAY	
Bradbury, Ray	THE MARTIAN CHRONICLE	Possible futures
Asimov, Isaac	THE FOUNDATION TRILOGY	
Heinlein, Robert A.	STRANGER IN A STRANGE LAND	
Solzhenitsyn, Alexander	AUGUST 1914	World War 1
Remarque, Erich M.	ALL QUIET ON THE WESTERN FRONT	
Hemingway, Ernest	NICK ADAMS STORIES	
Crichton, Michael	THE ANDROMEDA STRAIN	Fantasy
Tolkien, J. R.	THE HOBBIT	
Tolkien, J. R.	THE LORD OF THE RINGS (trilogy)	
Carroll, Lewis	ALICE'S ADVENTURES IN WONDERLAND AND THROUGH THE LOOKING GLASS	
White, E. B.	THE ONCE AND FUTURE KING	
Mailer, Norman	THE NAKED AND THE DEAD	World War 2
Heller, Joseph	CATCH 22	
Monsarrat, Nicholas	THE CRUEL SEA	
Hersey, John	HIROSHIMA	

ADVANCED COMPOSITION AND LITERATURE 2

05102

COURSE DESCRIPTION

Same as course 05101, continued. In advanced Composition and Literature 2 read in and write about the drama and the novel. For the college-capable student in Grades 11 or 12.

GOALS

The student continues to develop his writing skills with regard to the paragraph and the essay.

He studies prose fiction (novel) and drama.

He prepares a research paper.

Materials

Title	**Use**
BETTER READING TWO: LITERATURE, 4th Edition. Scott, Foresman and Company.	Students, Teacher
WRITING THEMES ABOUT LITERATURE, 3rd Edition. Prentice-Hall, Inc.	Students, Teacher
KING LEAR. New American Library.	Students, Teacher
WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition. Harcourt, Brace Jovanovich, Inc.	Students
WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition. TEACHING TESTS. Harcourt, Brace Jovanovich, Inc.	Teacher

ADVANCED COMPOSITION AND LITERATURE 2

GOALS AND CONTENT

I. The student continues to write various kinds of paragraphs, themes several paragraphs in length and longer papers and critical essays. He uses the forms of discourse appropriately. He develops a personal style with which he can write confortably.

II. The student examines excellent examples of various types of literature (especially the drama and the novel) and understands the basic elements of critical thought--opinion and reason. He learns to think critically in terms of major literary elements.

ACTIVITIES AND

WRITING THEMES ABOUT LITERATU of expository writing skills. completed Advanced Compositio profit from a review of the s "Goals and Content," I.

BETTER READING TWO: LITERATUR LITERATURE, SOUND AND SENSE

NOTE: These textbooks will p major aspects of literature f not taken the first semester

action
character
setting
language
tone

See Advanced Composition and
"Goals and Content," II

SOUND AND SENSE will provide elements of poetic language in:

denotation and connotat
imagery
figurative language
allusion
musical devices
rhythm and meter

See Advanced Composition and
"Goals and Content," IV

ONTENT

inues to write various kinds
hemes several paragraphs
nger papers and critical
the forms of discourse
He develops a personal style
n write confortably.

ines excellent examples of
literature (especially the
vel) and understands the
f critical thought--opinion
learns to think critically
r literary elements.

ACTIVITIES AND MATERIALS

WRITING THEMES ABOUT LITERATURE will provide a review of expository writing skills. Students who have not completed Advanced Composition and Literature 1 may profit from a review of the skills listed under "Goals and Content," I.

BETTER READING TWO: LITERATURE, WRITING THEMES ABOUT LITERATURE, SOUND AND SENSE

NOTE: These textbooks will provide information on major aspects of literature for the student who has not taken the first semester of the course:

action
character
setting
language
tone

point-of-view
atmosphere
meaning
structure

See Advanced Composition and Literature 1,
"Goals and Content," II

SOUND AND SENSE will provide information about major elements of poetic language for students who need review in:

denotation and connotation
imagery
figurative language
allusion
musical devices
rhythm and meter

See Advanced Composition and Literature 1,
"Goals and Content," IV

GOALS AND CONTENT	ACTIVITIES AND	
A. The student reads and analyzes a novel--Conrad's HEART OF DARKNESS.	BETTER READING TWO: LITERATUR pp. 237-299	
1. He analyzes Conrad's writing for examples of the major aspects of literature studied, noting **especially setting character, meaning, and structure.**	F 372-111	THE SECRET SHA
2. He writes a critical paper examining Conrad's use of any one or combination of aspects of literature in his short novel.	F 362-111	NOVEL: WHAT IT IT DOES
	F 362-104	NOVEL: EARLY V DICKENS
B. He studies OEDIPUS THE KING. (Optional)	NOTE: If the teacher thinks t extensive background in and a he may choose to have student (BETTER READING TWO: LITERATU	
1. He learns about the conventions of the Greek theatre.	F 359-121	OEDIPUS REX: T
	F 359-122	OEDIPUS REX: T
2. He analyzes the character of Oedipus and the meaning of the play.	F 359-123	OEDIPUS REX: M
	F 359-124	OEDIPUS REX: T

CONTENT	ACTIVITIES AND MATERIALS	
reads and analyzes a novel-- EART OF DARKNESS.	BETTER READING TWO: LITERATURE, HEART OF DARKNESS, pp. 237-299	
lyzes Conrad's writing for s of the major aspects of ture studied, noting especially character, meaning, and re.	F 372-111	THE SECRET SHARER
es a critical paper examining s use of any one or combin- f aspects of literature in his ovel.	F 362-111	NOVEL: WHAT IT IS; WHAT IT'S ABOUT; WHAT IT DOES
	F 362-104	NOVEL: EARLY VICTORIAN ENGLAND AND CHARLES DICKENS
OEDIPUS THE KING. (Optional)	NOTE: If the teacher thinks that the class requires an extensive background in and a deep study of the drama he may choose to have students study OEDIPUS THE KING (BETTER READING TWO: LITERATURE, pp. 511-553).	
ns about the conventions of the heatre.	F 359-121	OEDIPUS REX: THE AGE OF SOPHOCLES
	F 359-122	OEDIPUS REX: THE CHARACTER OF OEDIPUS
lyzes the character of Oedipus meaning of the play.	F 359-123	OEDIPUS REX: MAN AND GOD
	F 359-124	OEDIPUS REX: THE RECOVERY OF OEDIPUS

GOALS AND CONTENT	ACTIVITIES AND
C. He reads and analyzes Shakespeare's KING LEAR.	KING LEAR
1. He analyzes Shakespeare's writing for examples of the major aspects of literature studied, noting especially language, character, structure, meaning.	F 355-108 WILLIAM SHAKES F 260-133 SHAKESPEARE'S F 370-126 WALTER KERR ON
2. He writes a critical paper examining any one or combination of the aspects of literature which interest him in KING LEAR.	NOTE: If the teacher wishes the drama, she may select pla LITERATURE, pp. 511-703, for reading.
III. The student speaks and writes about literature, concentrating on personal critiques. (This section should be studied parallel to section II)	ACTIVITIES: Class and panel student clarify his ideas. WRITING THEMES ABOUT LITERATU SOUND AND SENSE, Chapters 15- preparing critiques.)
A. He selects an appropriate topic and establishes a relevant and significant thesis for an essay of literary criticism.	"Thesis," pp.
B. He prepares a sentence outline for his essay of literary criticism that shows how he intends to advance his thesis.	"Outline," pp.
C. He develops his essay.	

ONTENT

analyzes Shakespeare's KING

es Shakespeare's writing for
of the major aspects of liter-
died, noting especially
character, structure, meaning.

a critical paper examining
r combination of the aspects
ture which interest him in
.

ks and writes about liter-
ting on personal critiques.
ould be studied parallel to

appropriate topic and
relevant and significant
essay of literary criticism.

sentence outline for his
rary criticism that shows
s to advance his thesis.

is essay.

ACTIVITIES AND MATERIALS

KING LEAR

F 355-108	WILLIAM SHAKESPEARE
F 260-133	SHAKESPEARE'S THEATRE
F 370-126	WALTER KERR ON THEATRE

NOTE: If the teacher wishes students to read further in the drama, she may select plays from BETTER READING TWO: LITERATURE, pp. 511-703, for class or for individual reading.

ACTIVITIES: Class and panel discussion will help the student clarify his ideas.

WRITING THEMES ABOUT LITERATURE, "Introduction," pp. 1-24.
SOUND AND SENSE, Chapters 15-16 (Standards for judgment in preparing critiques.)

"Thesis," pp. 5-9

"Outline," pp. 8-9

GOALS AND CONTENT

IV. The student learns the techniques of preparing a research paper. He writes a research paper.

- A. He selects a subject and limits it.
- B. He prepares a working bibliography on cards.
- C. He reads and takes notes on cards.
- D. He prepares a final outline.
- E. He writes a first draft.
- F. He prepares the final draft.
- G. He footnotes correctly.
- H. He prepares a bibliography.

ACTIVITIES AN

WRITING THEMES ABOUT LITERAT
Appendix B, "A Note
pp. 269-274

Appendix C, "A Persp
Themes," pp. 275-290

WARRINER'S ENGLISH GRAMMAR A
COURSE, Revised Edition,
pp. 426-456

NOTE: The research paper mig
student's examination of one
dramatists who has captured
reading for the course. The
should be literary.

CONTENT

rns the techniques of earch paper. He writes r.

a subject and limits it.

a working bibliography

d takes notes on cards.

a final outline.

first draft.

the final draft.

s correctly.

a bibliography.

ACTIVITIES AND MATERIALS

WRITING THEMES ABOUT LITERATURE
Appendix B, "A Note on Documentation," pp. 269-274

Appendix C, "A Perspective on Research Themes," pp. 275-290

WARRINER'S ENGLISH GRAMMAR AND COMPOSITION, COMPLETE COURSE, Revised Edition, "The Research Paper," pp. 426-456

NOTE: The research paper might well be based on the student's examination of one of the novelists or dramatists who has captured his admiration during his reading for the course. The subject of the paper should be literary.

FILM STUDY 05370

COURSE DESCRIPTION

Lights! Camera! Action! Study the history of American films and techniques of their production. Read about, view, then analyze films, using the techniques you've learned. Maybe you'll even try your hand at filmmaking. For you if you are above Grade 10, especially if you enjoyed Media Survey.

NOTE

Suggested films for each unit should be supplemented with films from the "General List" at the end of the course. The "General List" is briefly annotated to aid teachers in their selection of films appropriate to the unit. The AUDIO-VISUAL CATALOG and the PUBLIC LIBRARY JOINT FILM CATALOG will provide additional titles and information on films.

Materials

Titles	Use
MOVIES IN AMERICA. Pflaum/Standard.	Students, Teacher
FILM: REAL TO REEL. St. Mary's College Press.	Students, Teacher
TOMS, COONS, MULATTOES, MAMMIES & BUCKS. Bantam Books, Inc.	Students
MOVIEMAKING ILLUSTRATED: THE COMIC FILMBOOK. Hayden Book Co.	Students
MOVIES: CONVERSATIONS WITH PETER BOGDANOVICH. Harcourt Brace Jovanovich, Inc.	Students
FILM IN THE CLASSROOM. Pflaum/Standard.	Teacher
TEACHING IN THE DARK. Pflaum/Standard.	Teacher
MOVIES ON TV, 7th EDITION. Bantam Books, Inc.	Teacher
BEHIND THE CAMERA. Pflaum/Standard.	Teacher
MAKING IT MOVE. Pflaum/Standard.	Teacher
MAKING IT MOVE: INSTRUCTOR'S MANUAL. Pflaum/Standard.	Teacher
FILMMAKING FOR CHILDREN. Pflaum/Standard	Teacher
CREATIVE FILMMAKING. Collier Books	Teacher
A CREATIVE LOOK AT FILM ARTS. Educational Impact, Inc.	Teacher
THE LIVELIEST ART. New American Library.	Teacher
MOTION PICTURE PRODUCTION HANDBOOK. Pflaum/Standard.	Teacher

GOALS AND CONTENT

UNIT ONE: BASIC FILM LANGUAGE/EARLY FILM HISTORY

I. The student learns characteristics and techniques of the single shot

A. The student learns and identifies examples on screen of the basic terms of film.

1. He studies the shot

   a. establishing shot
   b. long shot
   c. extreme long shot
   d. medium shot
   e. close up
   f. extreme close
   g. pan
   h. tilt shot
   i. tracking
   j. dollying
   k. hand-held shot
   l. point of view (subjective) shot
   m. boom shot

2. He studies the types of lenses

   a. normal lens
   b. telephoto lens
   c. wide angle lens
   d. fish-eye lens
   e. zoom lens

ACTIVITIES AND MATE

REAL TO REEL, Ch. 1
MOVIES IN AMERICA, pp. 3-20

REAL TO REEL, Ch. 1

ACTIVITY: Several films of d
different eras may be shown d
unit. The student should not
angles, and unusual types of
be discussed later. Emphasis
the film "story" and toward t

SUGGESTED FILMS ON FILM LANGU
(These basic films may be int
semester.)

FPL	ART OF THE MO
FPL	LET'S MAKE A
F 270-156	OUR ART CLASS
F 269-186	GROWING OF A
F 270-157	HEY, LOOK AT
F 270-184	THE CINEMATOG
F 269-185	BASIC FILM TE

CONTENT

LANGUAGE/EARLY FILM HISTORY

s characteristics and
single shot

learns and identifies
screen of the basic terms

s the shot

blishing shot
shot
me long shot
m shot
e up
eme close

shot
king
ying
-held shot
t of view (subjective) shot
shot

es the types of lenses

al lens
photo lens
angle lens
-eye lens
lens

ACTIVITIES AND MATERIALS

REAL TO REEL, Ch. 1
MOVIES IN AMERICA, pp. 3-20

REAL TO REEL, Ch. 1

ACTIVITY: Several films of different types and from different eras may be shown during this introductory unit. The student should note uses of various shots, angles, and unusual types of lenses. These items will be discussed later. Emphasis here should be away from the film "story" and toward the technique.

SUGGESTED FILMS ON FILM LANGUAGE:
(These basic films may be interspersed throughout the semester.)

FPL	ART OF THE MOTION PICTURE
FPL	LET'S MAKE A FILM
F 270-156	OUR ART CLASS MAKES A FILM
F 269-186	GROWING OF A YOUNG FILMMAKER
F 270-157	HEY, LOOK AT ME!
F 270-184	THE CINEMATOGRAPHER
F 269-185	BASIC FILM TERMS

GOALS AND CONTENT

3. He studies the camera angle

   a. normal angle
   b. high angle
   c. low angle
   d. Dutch angle (tilted)

B. The Student analyzes the shot limitations of early filmmakers and their solutions those problems.

1. He discovers the problem of a fixed camera with no movement possible.

2. He discovers the men who began the techniques of cutting, intercutting, and cross editing.

3. He realizes the problem of early lighting.

4. He discovers why old films always have a speeded-up look: the handcranked camera.

ACTIVITIES AND MATE

MOVIES IN AMERICA, pp. 3-20

ACTIVITIES: Watch a short fi
would this film have looked w
have been made at all? Would
changed?

Watch a silent film. How man
the filmmaker use different c
effects?

Watch a modern story film wit
follow the story? Is the act
emotion?

Write a scenario which could
sound. Act it out on film or
to a group and have your clas
versions of what they saw.

ONTENT	ACTIVITIES AND MATERIALS
es the camera angle	
al angle angle angle h angle (tilted)	
analyzes the shot limitations mmakers and their solutions ms.	MOVIES IN AMERICA, pp. 3-20
vers the problem of a fixed ith no movement possible.	ACTIVITIES: Watch a short film; count the cuts. How would this film have looked with no cuts? Could it have been made at all? Would the meaning/effect be changed?
vers the men who began the es of cutting, intercutting, s editing.	Watch a silent film. How many cuts were used? Did the filmmaker use different camera angles? Special effects?
zes the problem of early .	
vers why old films always peeded-up look: the ked camera.	Watch a modern story film without sound. Can you still follow the story? Is the acting sufficient to convey emotion?
	Write a scenario which could convey its message without sound. Act it out on film or on videotape. Present it to a group and have your classmates write down their versions of what they saw.

GOALS AND CONTENT	ACTIVITIES AND MATE
	SUGGESTED FILMS ON FILM HISTO FPL HISTORY OF THE FPL HOW THE MOVIES FPL HOLLYWOOD: TH FPL HOLLYWOOD: TH FPL MARCH OF THE M FPL THE MOVIES LEA
	SUGGESTED SLIDE-TAPE ON FILM ST A REFLECTION O
II. Directing and Editing	
A. The student differentiates between the role of the director and that of the editor.	REAL TO REEL, Ch. 2, Ch. 8 MOVIES IN AMERICA, pp. 22-36,
1. He defines the editor's role in making a film.	REAL TO REEL, pp. 31-32
2. He defines the director's role in making a film.	SUGGESTED FILMS ON DIRECTING/ F 371-118 FILM: THE ART F 272-158 CONSTRUCTING R F 272-112 FILM ABOUT FIL F 272-148 UNDERSTANDING
3. He describes how the two roles sometimes may overlap.	

NTENT	ACTIVITIES AND MATERIALS
	SUGGESTED FILMS ON FILM HISTORY: FPL HISTORY OF THE CINEMA FPL HOW THE MOVIES BEGAN FPL HOLLYWOOD: THE DREAM FACTORY FPL HOLLYWOOD: THE GOLDEN YEARS FPL MARCH OF THE MOVIES FPL THE MOVIES LEARN TO TALK SUGGESTED SLIDE-TAPE ON FILM HISTORY: ST A REFLECTION OF AMERICAN VALUES, PT. 1 AND 2
ting	
ifferentiates between he director and that of	REAL TO REEL, Ch. 2, Ch. 8 MOVIES IN AMERICA, pp. 22-36, Ch. 3
s the editor's role in film.	REAL TO REEL, pp. 31-32
s the director's role in film.	SUGGESTED FILMS ON DIRECTING/EDITING:
bes how the two roles may overlap.	F 371-118 FILM: THE ART OF THE IMPOSSIBLE F 272-158 CONSTRUCTING REALITY: A FILM ON FILM F 272-112 FILM ABOUT FILMMAKING (also FPL) F 272-148 UNDERSTANDING MOVIES

242

243

GOALS AND CONTENT	ACTIVITIES AND MATE
B. The student reads about the differences in directors' styles and techniques.	REAL TO REEL, Ch. 8
1. He differentiates between how the director communicates and what the director communicates.	ACTIVITY: Read and discuss M PETER BOGDANOVICH. A panel d terms and activities are pre book.
2. He compares directorial styles in films on similar topics.	
C. The student investigates the roles of early directors and explains how they influenced both the directing and the editing of films today.	MOVIES IN AMERICA, pp. 22-35 SUGGESTED FILM ON D. W. GRIF FPL THE GREAT DIR
1. He lists the additions to the art of the film of David Mark Griffith, early director. Points to emphasize are:	
a. Griffith's discovery of the shot as the basic unit of film.	
b. Griffith's use of special lighting.	
c. Griffith's use of two-reelers and longer films.	
d. Griffith's technical excellence in BIRTH OF A NATION compared with the weakness of his story line and the strong prejudices he showed.	

CONTENT	ACTIVITIES AND MATERIALS
reads about the differences s' styles and techniques.	REAL TO REEL, Ch. 8
erentiates between how the r communicates and what ector communicates.	ACTIVITY: Read and discuss MOVIES: CONVERSATIONS WITH PETER BOGDANOVICH. A panel discussion may be presented; terms and activities are presented at the end of the book.
ares directorial styles in n similar topics.	
investigates the roles of tors and explains how they both the directing and the films today.	MOVIES IN AMERICA, pp. 22-35 SUGGESTED FILM ON D. W. GRIFFITH: FPL THE GREAT DIRECTOR
s the additions to the art film of David Mark Griffith, irector. Points to emphasize	
ffith's discovery of the shot the basic unit of film.	
ffith's use of special light- .	
ffith's use of two-reelers longer films.	
ffith's technical excellence BIRTH OF A NATION compared h the weakness of his story e and the strong prejudices showed.	

GOALS AND CONTENTS	ACTIVITIES AND MAT
2. The student studies the roles of prominent post-World War I directors, and lists what each was noted for.	MOVIES IN AMERICA, pp. 56-75
a. Thomas A. Ince--the Western b. Cecil B. DeMille--the extravaganza	ACTIVITIES: To save time an might present discussions on style to that of a director
c. Fred W. Murnau--the stylistic film d. Ernest Lubitsch--movie of manners e. Erich Von Stroheim--films of realism f. Victor Seastrom--man vs. environment films	While viewing films of the 2 and listen for credits menti for their styles.
3. He overviews the changing post-World War I film.	MOVIES IN AMERICA, pp. 76-84
UNIT TWO: COMEDY OLD AND NEW/SOUND	MOVIES IN AMERICA, pp. 39-4 pp. 154-
I. Comedy Old and New	
A. The student begins his definition of comedy by study of the silent comedians.	REAL TO REEL, Ch. 4 MOVIES IN AMERICA, pp. 86-10

CONTENTS	ACTIVITIES AND MATERIALS
dent studies the roles of prom- post-World War I directors, and hat each was noted for.	MOVIES IN AMERICA, pp. 56-75
mas A. Ince--the Western	ACTIVITIES: To save time and reading, panels of students might present discussions on each director, comparing his style to that of a director of today.
il B. DeMille--the extravaganza	
d W. Murnau--the stylistic film	
est Lubitsch--movie of manners	While viewing films of the 20's, students should watch and listen for credits mentioning directors and watch for their styles.
ich Von Stroheim--films of realism	
tor Seastrom--man vs. environ- t films	
views the changing post-World ilm.	MOVIES IN AMERICA, pp. 76-84
D AND NEW/SOUND	MOVIES IN AMERICA, pp. 39-47, 146-152, Ch. 4 pp. 154-157
ew	
begins his definition of comedy the silent comedians.	REAL TO REEL, Ch. 4 MOVIES IN AMERICA, pp. 86-106

GOALS AND CONTENTS	ACTIVITIES AND MATE
1. He perceives how characters use the absurd, the impossible, and the fantastic, as well as the ordinary, in comedy.	SUGGESTED FILMS FOR OLD COMED FPL THE CLOWN PRIN FPL GOLDEN AGE OF FPL FUN FACTORY FPL THIRTY YEARS O
2. He categorizes early comedy by use of gags, the chase, tricks, props, and characterizations.	
B. The student views the career of a prominent early comedian, Charlie Chaplin.	MOVIES IN AMERICA, pp. 39-47
1. He discovers Chaplin's use of technique, camera placement, lighting, and pacing to create screen comedy.	
2. He analyzes the themes in Chaplin's films and the reasons they appealed to audiences.	
3. He notes Chaplin's use of pantomine in silent films.	
C. The student differentiates between characteristics of silent comedies and the comedy of the "talkies," including musical comedy.	MOVIES IN AMERICA, pp. 146-1 154-1

ONTENTS	ACTIVITIES AND MATERIALS
ives how characters use the the impossible, and the c, as well as the ordinary, y.	SUGGESTED FILMS FOR OLD COMEDY: FPL THE CLOWN PRINCES FPL GOLDEN AGE OF COMEDY FPL FUN FACTORY FPL THIRTY YEARS OF FUN
orizes early comedy by use the chase, tricks, props, cterizations.	
views the career of a rly comedian, Charlie	MOVIES IN AMERICA, pp. 39-47
vers Chaplin's use of e, camera placement, lighting, ng to create screen comedy.	
zes the themes in Chaplin's d the reasons they appealed nces.	
Chaplin's use of pantomine films.	
differentiates between ics of silent comedies and f the "talkies," including dy.	MOVIES IN AMERICA, pp. 146-152 154-157

GOALS AND CONTENT

1. He analyzes the comedy of W. C. Fields.

2. He compares Fields' anti-society stance to the Marx brothers' oblivious-to-society stance.

II. Sound

A. The student analyzes the uses of sound in film.

1. He differentiates between dialogue and sound effects for achieving a purpose.

2. He recognizes the problems of integrating film and sound.

3. He compares narration which does nothing but describe the visuals to narration which offers a counterpoint to the visuals.

4. The student lists the uses of narration.

5. He studies the uses of music in films, considering how music must fit a film in rhythm, tempo, and style.

6. The student recognizes the use of noise in a sound track and suggests specific sounds for films.

ACTIVITIES AND MATE

SUGGESTED FILMS ON W. C. FIEL

Many films are available in t
these comedians' names. (Fil
Costello, Our Gang, Laurel a
by included.)

SUGGESTED FILMS ON MODERN CO

FPL	SONG OF THE P
FPL	CAPTAIN MON (
FPL	VICIOUS CYCLES
FPL	SERGEANT SWEL
FPL	BLAZE GLORY (

REAL TO REEL, Ch. 4

SUGGESTED FILM USING MUSIC;

F 372-114	THE VIOLIN

NTENT

es the comedy of W. C. Fields.

es Fields' anti-society stance
rx brothers' oblivious-to-
tance.

nalyzes the uses of sound in

entiates between dialogue
effects for achieving a

izes the problems of inte-
ilm and sound.

es narration which does
ut describe the visuals
ion which offers a counter-
the visuals.

nt lists the uses of
.

s the uses of music in films,
ng how music must fit a film
, tempo, and style.

nt recognizes the use of
a sound track and suggests
sounds for films.

ACTIVITIES AND MATERIALS

SUGGESTED FILMS ON W. C. FIELDS AND THE MARX BROTHERS:

Many films are available in the Public Library under these comedians' names. (Films featuring Abbott and Costello, Our Gang, Laurel and Hardy, etc., may also by included.)

SUGGESTED FILMS ON MODERN COMEDY:

FPL	SONG OF THE PRAIRIE
FPL	CAPTAIN MON (also in animation unit)
FPL	VICIOUS CYCLES (also in animation unit)
FPL	SERGEANT SWELL (also in animation unit)
FPL	BLAZE GLORY (also in Westerns unit)

REAL TO REEL, Ch. 4

SUGGESTED FILM USING MUSIC;

F 372-114	THE VIOLIN

GOALS AND CONTENT

B. The student recognizes the four major types of sound used today in film:

1. He identifies synchronous sound.
    a. sound that occurs simultaneously with the image
    b. the least imaginative but very necessary use of sound
2. He identifies asynchronous, or "wild" sound.
    a. sound that occurs when the image and the sound track do not occur simultaneously
    b. broad uses
3. He identifies silence as a mood setter in several examples.
4. He identifies the use of music as a mood setter in various examples.

ACTIVITIES AND MAT

TEACHER REFERENCE: THE CELL

CONTENT

recognizes the four major
und used today in film:

tifies synchronous sound.

nd that occurs simultan-
sly with the image

least imaginative but very
essary use of sound

tifies asynchronous, or "wild"

nd that occurs when the image
the sound track do not occur
ultaneously

ad uses

tifies silence as a mood
in several examples.

tifies the use of music as a
tter in various examples.

ACTIVITIES AND MATERIALS

TEACHER REFERENCE: THE CELLULOID LITERATURE, Ch. 4

GOALS AND CONTENT	ACTIVITIES AND MATE
UNIT THREE: THEMES IN FILM/THE GENRE FILM The student identifies the various film genre and lists their characteristics.	REAL TO REEL, Ch. 9 MOVIES IN AMERICA, pp. 80-81 164-1 182-1
I. The Western	
A. The student identifies the characteristics of the Western and the symbols used in this film genre.	MOVIES IN AMERICA, pp. 80-81
B. The student identifies realistic themes in Westerns.	
1. He recognizes the unifying function of the railroad and the telegraph as theme.	ACTIVITY: Westerns are best Have students watch for and f Compare with satirical films
2. He cites examples of the farmer/cattle industry feud theme.	F 367-121, FPL THE AMERICAN NOON, FRIENDL FRONT (gangst
3. He sees the conquest of Nature as a major theme.	F 348-100 DRIVEN WESTWA
4. He gives examples of the thematic use of the lawlessness of a new land.	FPL BLAZE GLORY (FPL SONG OF THE F
5. He recognizes the theme of self-reliance.	
6. He acknowledges the theme of the brutal treatment of minorities.	

ONTENT	ACTIVITIES AND MATERIALS
N FILM/THE GENRE FILM	REAL TO REEL, Ch. 9 MOVIES IN AMERICA, pp. 80-81, 169-173, 128-141, 164-165, 136-141, 166-168, 182-184
s the various film genre cteristics.	
dentifies the characteristics n and the symbols used in this	MOVIES IN AMERICA, pp. 80-81
dentifies realistic themes in	
izes the unifying function ilroad and the telegraph as	ACTIVITY: Westerns are best found on late night TV. Have students watch for and identify stereotypes, etc. Compare with satirical films in list below:
examples of the farmer/cattle feud theme.	F 367-121, FPL THE AMERICAN FILM (includes SHANE, HIGH NOON, FRIENDLY PERSUASION, ON THE WATERFRONT (gangster), and NORTH BY NORTHWEST)
he conquest of Nature as a me.	F 348-100 DRIVEN WESTWARD ("Brigham Young" clip)
examples of the thematic use wlessness of a new land.	FPL BLAZE GLORY (satire) FPL SONG OF THE PRAIRIE (satire)
izes the theme of self-	
ledges the theme of the brutal of minorities.	

GOALS AND CONTENT	ACTIVITIES AND MA
C. The student identifies mythological themes in Westerns. 1. He gives examples of the glorification of the gunman. 2. He gives examples of the dual. 3. He cites uses of the theme of the superiority of the white cowboy over all minority groups: a. the Mexican stereotype b. the savage Indian c. the forgotten Negro cowboy D. The student identifies and give examples of major themes in the Western genre. 1. He gives examples from films in which the wide open spaces provide freedom.	

ONTENT	ACTIVITIES AND MATERIALS
identifies mythological sterns.	
examples of the glorification unman.	
examples of the dual.	
uses of the theme of the ity of the white cowboy over rity groups:	
Mexican stereotype	
savage Indian	
forgotten Negro cowboy	
identifies and give examples mes in the Western genre.	
examples from films in e wide open spaces provide	

GOALS AND CONTENT	ACTIVITIES AN
2. He cites uses of the theme of the comradeship of men with men: a. development of a sense of democracy b. the portrayal of women 3. He recognizes violence as a cult: a. violence as the quickest means to justice b. violence, in good films, not as an end in itself but as a means by which the hero defends his identity 4. He analyzes the here of the Western: a. one who asserts personal values b. a man of virtue c. one prepared for suffering d. a man of invulnerable morality e. one who attains self-knowledge at end	

CONTENT	ACTIVITIES AND MATERIALS
es uses of the theme of the eship of men with men:	
velopment of a sense of mocracy	
e portrayal of women	
ognizes violence as a cult:	
olence as the quickest means to stice	
olence, in good films, not as an d in itself but as a means by ich the hero defends his identity	
lyzes the here of the Western:	
e who asserts personal values	
man of virtue	
e prepared for suffering	
man of invulnerable morality	
e who attains self-knowledge at d –	

GOALS AND CONTENT	ACTIVITIES AN
5. He identifies uses of defiance of the law:	
a. law as a protector of the wealthy	
b. law in Indian treaties	
6. He notes differences in the execution of the law.	
a. by law enforcement agencies	
b. by self-appointed defenders	
E. The student investigates the style of a major director of westerns.	MOVIES IN AMERICA, pp. 169-1
II. The Gangster Film	
A. The student identifies the symbols of the gangster film and their characteristics.	MOVIES IN AMERICA, pp. 128-1
B. The student recognizes the gangster story as an outgrowth of the depression of the 1930's.	ACTIVITY: Again, TV is the the gangster genre. Watchin types may be an out-of-class
1. He recognizes the flawed hero, not the gangster-villian.	
2. He notes the idea of the failure of society.	SUGGESTED FILMS FOR GANGSTER
	F 272-136 WHETHER TO TE WATER FRONT)

D CONTENT	ACTIVITIES AND MATERIALS
entifies uses of defiance e law:	
w as a protector of the ealthy	
w in Indian treaties	
tes differences in the tion of the law.	
y law enforcement agencies	
y self-appointed defenders	
nt investigates the style of lrector of westerns.	MOVIES IN AMERICA, pp. 169-173
Film	
nt identifies the symbols of ter film and their characteristics.	MOVIES IN AMERICA, pp. 128-129
nt recognizes the gangster an outgrowth of the depression 30's.	ACTIVITY: Again, TV is the best source of examples of the gangster genre. Watching for and analyzing stereotypes may be an out-of-class activity for students.
cognizes the flawed hero, not ngster-villian.	
tes the idea of the failure of ty.	SUGGESTED FILMS FOR GANGSTER GENRE: F 272-136 WHETHER TO TELL THE TRUTH (from ON THE WATER FRONT)

GOALS AND CONTENT	ACTIVITIES AND
3. He cites uses of wanton violence as an answer.	
C. The student recognizes the mythology of the genre.	
1. He notes the popularity of the gangster "success" story.	
2. He examines the rise and fall of the "gangster-hero."	
a. rises through violence	
b. falls by violence	
D. The student investigates the style of a major director of gangster films.	MOVIES IN AMERICA, pp. 164-1
III. The War Film	
A. The student recognizes symbols in the war film and notes their characteristics.	MOVIES IN AMERICA, pp. 182-18
B. The student identifies major themes in war films.	SUGGESTED FILMS IN WAR GENRE:
1. He gives examples of the "good guys vs. the bad guys" theme.	F 362-140 OCCURRENCE AT F 272-129 PRIDE AND PRIN RIVER KWAI)
2. He recognizes the "might makes right" theme.	F 272-127 MY COUNTRY RIG SUMMERTREE) F 166-117,FPL TOYS (a great

CONTENT	ACTIVITIES AND MATERIALS
tes uses of wanton violence as ower.	
t recognizes the mythology of	
es the popularity of the gangster es" story.	
mines the rise and fall of the ter-hero."	
ses through violence	
lls by violence	
t investigates the style of a ctor of gangster films.	MOVIES IN AMERICA, pp. 164-165
t recognizes symbols in the nd notes their character-	MOVIES IN AMERICA, pp. 182-184
t identifies major themes in	SUGGESTED FILMS IN WAR GENRE:
es examples of the "good guys e bad guys" theme.	F 362-140 OCCURRENCE AT OWL CREEK BRIDGE (a classic) F 272-129 PRIDE AND PRINCIPLE (from BRIDGE ON THE RIVER KWAI)
ognizes the "might makes theme.	F 272-127 MY COUNTRY RIGHT OR WRONG (from SUMMERTREE) F 166-117,FPL TOYS (a great anti-war film)

GOALS AND CONTENT	ACTIVITIES AN
3. He notes comradship of soldiers as a theme.	
4. He sees courage vs. cowardice as a war film theme.	
IV. The Social Justice Film	
A. The student recognizes the social justice film as an outgrowth of the depression of the 1930's.	MOVIES IN AMERICA, pp. 136-1
B. The student investigates the career of a major director of social justice films.	MOVIES IN AMERICA, pp. 166-1
V. The Black Film	
A. The student views the stereotyped roles of Blacks in white films.	MOVIES IN AMERICA, pp. 98-99
1. He gives examples of the "tom" servant.	TOMS, COONS, MULATTOES, MAMM Students may use this supple ways. Panel discussions on to present a wealth of mater theme - a panel on "Toms," a chronology.
2. He cites uses of the "coon" clown.	
3. He notes characters who fit the "tragic mulatto" stereotype.	ACTIVITY: Ask students to d Black actor or director and on his major influence on fi
4. He identifies the "mammy" role in various films.	
5. He gives examples of the "brutal Black buck" character.	

CONTENT	ACTIVITIES AND MATERIALS
tes comradeship of soldiers as ne.	
es courage vs. cowardice as a ilm theme.	
tice Film	
t recognizes the social lm as an outgrowth of sion of the 1930's.	MOVIES IN AMERICA, pp. 136-141
t investigates the career director of social lms.	MOVIES IN AMERICA, pp. 166-168
t views the stereotyped lacks in white films.	MOVIES IN AMERICA, pp. 98-99
es examples of the "tom" t.	TOMS, COONS, MULATTOES, MAMMIES, AND BUCKS... Students may use this supplemental book in a variety of ways. Panel discussions on various chapters may be given to present a wealth of material to the class, either by theme - a panel on "Toms," a panel on "Coons," etc.-or by chronology.
es uses of the "coon" clown.	
es characters who fit the c mulatto" stereotype.	
ntifies the "mammy" role in s films.	ACTIVITY: Ask students to do research on an early Black actor or director and to present a brief report on his major influence on film.
es examples of the "brutal buck" character.	

GOALS AND CONTENT

B. The student investigates the all-Black film from the 20's to today.

1. He sees that early Black films were "blacklash" to film racism such as THE BIRTH OF A NATION.

2. He studies Black musicals of the 30's and 40's.

3. He reviews films of 1960-1970 and recognizes trends in Black films:

   a. the Black hero

   b. violence in Black films

   c. realism vs. sensationalism

ACTIVITIES AND

TOMS, COONS...pp. 164-192 des
pp. 275-346 des

ACTIVITY: Student discussion
and 3 opposite with reference
realistic to Black life are c
image is presented of the Bl
Are the characters realistic
sources to consult are specia
JET and other Black-oriented

SUGGESTED FILMS ON BLACK GENI

F 368-108	NOW IS THE TI film clips)
FPL	THE GREAT DIRI A NATION)
F 272-131	SPACES BETWEEI LOVE - study

CONTENT

investigates the all-Black
he 20's to today.

that early Black films
lacklash" to film racism
THE BIRTH OF A NATION.

ies Black musicals of the
d 40's.

ews films of 1960-1970 and
zes trends in Black films:

Black hero

lence in Black films

lism vs. sensationalism

ACTIVITIES AND MATERIALS

TOMS, COONS...pp. 164-192 deal with musicals
pp. 275-346 deal with current films

ACTIVITY: Student discussions may deal with topics 1,2, and 3 opposite with reference to specific films. How realistic to Black life are current Black films? What immage is presented of the Black man in these films? Are the characters realistic or stereotyped? Good sources to consult are special issues of EBONY, ESSENCE, JET and other Black-oriented publications.

SUGGESTED FILMS ON BLACK GENRE:

F 368-108	NOW IS THE TIME (includes some early film clips)
FPL	THE GREAT DIRECTOR (deals with BIRTH OF A NATION)
F 272-131	SPACES BETWEEN PEOPLE (from TO SIR WITH LOVE - study the Poitier mystique)

GOALS AND CONTENT	ACTIVITIES AND
UNIT FIVE: THE DOCUMENTARY FILM	REAL TO REEL, Ch. 10, pp. 180-
I. The student differentiates the documentary film from the fiction film.	MOVIES IN AMERICA, pp. 159-161, REAL TO REEL, Ch. 10
A. He learns how Documentary filmmakers RECORD events.	SUGGESTED DOCUMENTARY FILMS:
B. He knows that fiction filmmakers CREATE events.	F 355-105 NIGHT AND FOG F 367-109 MONUMENT TO THE
II. The student concentrates on the career of a noted documentary filmmaker and his major work.	MOVIES IN AMERICA, pp. 159-161 REAL TO REEL, pp. 180-183 SUGGESTED FILMS ON ROBERT FLAH F 322-100 NANOOK OF THE NO F 322-101 NANOOK OF THE NO
III. The student briefly views examples of cinema verite.	MOVIES IN AMERICA, PP. 186-187
A. The student analyzes the effects of specific colors.	SUGGESTED FILM IN USE OF COLOR/
B. The student analyzes the difference in effect created by use of color and black-and-white film.	FPL THE STRINGBEAN

ONTENT	ACTIVITIES AND MATERIALS
ENTARY FILM	REAL TO REEL, Ch. 10, pp. 180-183 MOVIES IN AMERICA, pp. 159-161, 186-187
erentiates the docu- m the fiction film.	REAL TO REEL, Ch. 10
w Documentary filmmakers s.	SUGGESTED DOCUMENTARY FILMS:
t fiction filmmakers s.	F 355-105 NIGHT AND FOG F 367-109 MONUMENT TO THE DREAM
entrates on the career entary filmmaker and	MOVIES IN AMERICA, pp. 159-161 REAL TO REEL, pp. 180-183 SUGGESTED FILMS ON ROBERT FLAHERTY'S WORK: F 322-100 NANOOK OF THE NORTH, PT. I F 322-101 NANOOK OF THE NORTH, PT. II
fly views examples of	MOVIES IN AMERICA, PP. 186-187
enalyzes the effects of ors.	SUGGESTED FILM IN USE OF COLOR/BLACK-AND-WHITE:
analyzes the difference eated by use of color d-white film.	FPL THE STRINGBEAN

GOALS AND CONTENT	ACTIVITIES AN
IV. The student recognizes ANIMATION as a method of presenting an idea visually.	REAL TO REEL, Ch. 11 TEACHER REFERENCES: MAKING CREATIV BEHIND
A. The student differentiates between stop-action animation of real animation and drawn animation.	
1. The student recognizes pixillation and learns the method of doing it.	SUGGESTED FILMS ON PIXILLATI FPL CAPTAIN MON FPL VICIOUS CYCLE FPL BLAZE GLORY FPL SERGEANT SWEL
2. The student recognizes photomontage or kinestasis and understands the method of doing it.	
B. The student investigates the career of a major animator of American film.	MOVIES IN AMERICA, pp. 177-
C. The student briefly views the history of the movie cartoon as a short subject.	MOVIES IN AMERICA, pp. 48-49
	SUGGESTED FILMS ON KINESTASI FPL AMERICAN TIME FPL FRANK FILM (e FPL WORLD OF 68

CONTENT	ACTIVITIES AND MATERIALS
ognizes ANIMATION as a nting an idea visually.	REAL TO REEL, Ch. 11 TEACHER REFERENCES: MAKING IT MOVE CREATIVE FILMMAKING, pp. 126-129 BEHIND THE CAMERA, Ch. 8
differentiates between animation of real nd drawn animation.	
dent recognizes pixilla- d learns the method of t.	SUGGESTED FILMS ON PIXILLATION: FPL CAPTAIN MON FPL VICIOUS CYCLES FPL BLAZE GLORY FPL SERGEANT SWELL
dent recognizes photo- or kinestasis and under- the method of doing it.	
investigates the career animator of American film.	MOVIES IN AMERICA, pp. 177-180
briefly views the history e cartoon as a short	MOVIES IN AMERICA, pp. 48-49
	SUGGESTED FILMS ON KINESTASIS: FPL AMERICAN TIME CAPSULE FPL FRANK FILM (excellent) FPL WORLD OF 68

MATERIALS AVAILABLE FROM AUDIOVISUAL SERVICES: *

F 268-130	TEACH ME (from UP THE DOWN STAIRCASE)
F 170-129	STAINED GLASS (color, rhythm)
F 166-121	STUDY IN WET (rhythm, composition)
F 170-122	RIVER, WHERE DO YOU COME FROM (lighting, tracking, juxtaposition)
F 268-147	A FABLE (a Marceau pantomine)
F 366-114	NO REASON TO STAY (camera angle, sound)
F 268-117	JOSHUA
F 270-121	OMEGA (color, still photography, lens use)
F 373-118	CRIME AND THE CRIMINAL (from IN COLD BLOOD)
F 272-137	DEHUMANIZING CITY (from THE TIGER MAKES OUT)
F 272-138	FINE ART OF AGGRESSION (from THE RECKONING)
F 272-134	I WHO AM, WHO AM I? (from THE SWIMMER)
F 272-125	LONELINESS & LOVING (from FIVE EASY PIECES)
F 272-126	LOVE TO KILL (from BLESS THE BEASTS & CHILDREN)
F 272-127	MY COUNTRY RIGHT OR WRONG (from SUMMERTREE)
F 272-130	RIGHT TO LIVE (from ABANDON SHIP)
F 373-119	POWER AND CORRUPTION (from Polanski's MACBETH)
F 272-128	POLITICS, POWER, & THE PUBLIC GOOD (from ALL THE KING'S MEN)
F 272-132	SENSE OF PURPOSE (from DRIVE, HE SAID)
F 272-131	SPACES BETWEEN PEOPLE (from TO SIR, WITH LOVE)
F 272-133	TROUBLE WITH THE LAW (from PURSUIT OF HAPPINESS)
F 272-134	VIOLENCE: JUST FOR FUN (from BARABBAS)
F 272-135	WHEN PARENTS GROW OLD (from I NEVER SANG FOR MY FATHER)
F 373-111	AUTHORITY AND REBELLION (from THE CAINE MUTINY)
F 373-115	HEROES AND COWARDS (from LORD JIM)
F 373-117	MAN AND WOMAN (from TAMING OF THE SHREW)

*These films are not, as a rule, listed elsewhere in the course. Select those you wish to use, use the brief notes, and employ them to fit the unit as you are teaching it. Discuss films, using general discussion questions listed in the guide and in the texts.

MATERIALS AVAILABLE FROM THE PUBLIC LIBRARY (FPL): *

BARGES
THE EMERGING WOMAN (uses old pictures, newsreels)
ADVENTURES OF*(prizewinning animation)
AMERICAN TIME CAPSULE (Braverman's photomontage)
BEGONE DULL CARE (Norman McLaren animation)
CAROUSEL
CATCH THE JOY (aerial shots, slow motion)
CLAUDE (animation)
THE CRUSADES (an early DeMille film)
FRACTURED FLICKERS (comedy)
LITTLE MAN, BIG CITY (animation)
MILLIE THE MOONSHINER'S DAUGHTER (silent film)
MOSAIC (McLaren)
NEIGHBORS (McLaren again)
ORANGE AND BLUE (animation, color)
PAS DE DEUX (McLaren)
PATTERNS (non-narrated)
PEN POINT PERCUSSION & LOOPS (now McLaren does it)
POP COP
THE SIXTIES (a Braverman photomontage)
SPHERES (McLaren meets Bach)
THE STRING BEAN (uses both color and b/w)
TAKE OFF (skiing in slow motion)
THE SOLITUDE THROUGH WHICH WE GO IS I
THE TOP
TOYS (top-norch animation, anti-war message)
URBANISSIMO (animation)
VERY NICE, VERY NICE (collage)
WORLD OF '68 (Braverman 4 minute photomontage)

Many other films on film, film history, comedy, and general interest films are available through the Public Library. Call well in advance to reserve films, which you will have to pick up and deliver.

* These films are not, as a rule, listed elsewhere in the course. Select those you wish to use, use the brief notes, and employ them to fit the unit as you are teaching it. Discuss films, using general discussion questions listed in the guide and in the texts.

FREE AND CHEAP SOURCES OF FILM EXPERIENCES

PUBLIC LIBRARY FILM CATALOG	Lists films available from city & county libraries for 15¢ insurance fee. Catalog. $1.00. Supplements are free at Film Services.
SOUTHWESTERN BELL FILM CATALOG	Lists FREE films on various subjects for school use. Order films or catalog from Southwestern Bell Film Library or call SW Bell Business Office, 561-9800. 7727 Clayton Road St. Louis, Missouri 63117
FILM CATALOG UNIVERSITY OF MISSOURI, COLUMBIA	A catalog of inexpensive (THE GREAT TRAIN ROBERY for $3.00) rental films may be ordered from: University of Missouri, Columbia Film Library 505 East Stewart Road Columbia, Missouri 65201
SUPER 8 OR 8 mm. FILMS	If super 8 or 8 mm. projector is available, check out super 8 & 8 mm. films at branch libraries. Many old serials and comedies are available FREE.
SUPER 8 & 8 mm. FILMS	May be purchased inexpensively from several companies. Order catalogs from:

Blackhawk Films
Davenport, Iowa 52808

Niles Film Products
1019 Michigan St.
South Bend, Indiana 46618

Thunderbird Films
P O Box 4081
Los Angeles, Calif. 90054

Silents for Rent
136 Second Street
Fanwood, New Jersey 07023
(send s.s. envelope)

UMSL FILM SERIES	FREE films open to the public. Get a schedule at information in Student Center.
UNIVERSITY CITY PUBLIC LIBRARY	Runs FREE film series, usually on Friday nights. Schedule available at Library.
ART MUSEUM FILM SERIES	Call the Art Museum for a Schedule. Films are shown twice, often on Friday night. FREE.
PUBLIC LIBRARY WEEKLY FILM SERIES	Held at Compton Branch; call Film Services for schedule or check at branch. FREE.
PUBLIC LIBRARY WEEKLY FILMS AT BRANCHES	Recent films are shown FREE in afternoon and evenings; check at branch.
LOCAL COLLEGES	Inexpensive film series are run during school year at local colleges--check newspapers or get schedules at Student Center information desks. Usually cost is between $.50 and $1.00.
WEEKEND POST-DISPATCH CALENDAR	Check for FREE films open to the public.
ST. LOUIS TODAY'S CALENDAR OF EVENTS	

FILM AWARENESS ACTIVITIES & PROJECTS

At random, cut sections from comic strips and label them longshot, medium shot, closeup, extreme close up, or extreme long shot.

Practice framing by cutting out comic panels and trimming them to make better compositions or to change the meaning by reframing. The same thing may be done with magazine advertisement pictures.

Make a framer--cut a 2" x 2" square in stiff paper at least 8½" x 11". Cut a 3" x 3" square in another; a 4" x 4" square in another, etc. Fasten them together, smallest hole to largest hole. Select magazine pictures with interest. Lay the framer over the picture. Lift the pages, noting how the composition of the picture changes as the size enlarges. How can this be used to create completely opposite impressions? Have students find a picture which radically changes as more and more of it is exposed--usually a picture with an important detail in one corner.

Study a sequence of comic book panels. Edit out the unnecessary shots and make suggestions for ones that you think would be better.

Try rearranging the order of panels in a comic book or strip. Keep the sequence sensible but alter its impact (i.e. make a gag funnier). Now, take a sequence from a comic and alter its meaning; turn it into a comedy or satire by inserting cutaways from other comics.

Simulate a film shot by making a series of flip cards, using 3 x 5 cards. See page 133 of MOVIEMAKING ILLUSTRATED.

Plan a movie scene for an action paragraph from a book. Make a storyboard for the action in the scene. Indicate the angle of the proposed shot and type of proposed shot. Be prepared to explain why you would choose a certain shot for a certain effect.

Light a subject, a person, or an object from various angles--front, side, back, below, reflected light--to see what effects are created by the differences. Write your impressions of the moods that each change creates.

Using a short film: a) Set a short film to music, using music that complements or contrasts with the film action. b) Record and play to accompany a film some appropriate background sound.

Change the meaning of comic scenes by "Whiting out" any dialogue and providing your own narrative.

Invite a local filmmaker to your class for a talk.

Invite a film critic to class. Prepare yourself beforehand by reading his recent columns.

Speakers' Bureaus at local colleges often provide free speakers in many areas--contact them for expert advice.

FILMMAKING ACTIVITIES & PROJECT IDEAS

(Many of the ideas below adapt well to videotape equipment. See Pages 165-167 in BEHIND THE CAMERA for tips on adapting film to videotape.)

STILL CAMERA ACTIVITY	Have each student take a sequence of 6 pictures which tell a story. Number the pictures and mount them on stiff paper. Have students exchange pictures and tell the story they see. This is a method of storyboarding, which should be done before students set hands on movie cameras. Now is the time to discuss shots, framing, and angles.
BASIC FILM TERMS	Illustrate as many basic film terms as you can in 1 minute of film. (Have students work 3 to a roll of film; each student gets one minute of film.) This provides hands-on experience and gives the student a chance to use his friends on film, an early desire.
REACTION SHOTS	Supply people with pictures which will evoke emotions. Film their reactions to the pictures--joy, anger, fear, perplexity, etc. Then film several events--a pratfall, a death, a fight, etc. Mix up the reactions and edit them into the events. Try different juxtapositions for effect.
ATMOSPHERE SHOTS	Try to create an atmosphere of fear as someone enters a dark house. Don't use obvious scare tactics like ghosts, clanking chains, or blood. Create fear by camera angle, rapid shots, etc.
SUPERHERO SHOTS	Pick a superhero comic story. Try to duplicate it on film with matching cuts and camera angles.
TV COMMERCIALS	Make a spoof of a television commercial. Try to stay as close as possible to the camera techniques and film cuts of the original.
WESTERNS	Make an 8 mm. spoof of a popular western show.

VIEWPOINT

Film something from the subjective view point and then from another angle. View and discuss the differences in effect.

STILL FILM

Make a short film with no camera motion--panning, tilting, etc. Use a variety of camera angles and cuts to avoid a boring presentation.

IDEAS

Using a mixture of "wild" sound and silence, try to show on film the reactions of a deaf girl at her first party.

Ask local TV stations for old film from commercials or the news. Edit the film and provide a sound track to illustrate various camera angles and special effects. AV owns a silent KSD news clip, DEMOLITION OF PRUITT-IGOE, F 172-111, four minutes long. You might tape record appropriate sound effects and play them as you watch the film.

Experiment with the surprise value of sound in a film.

Make some "screen tests" in your school to determine who is able to project emotions to the movie screen.

Do a kinestasis of pictures of old movie stars.

After watching the film TOYS, do a pixillation of toys and props of your own choosing to tell your own story.

After viewing a Norman McLaren film, draw your own film and set it to music! Bleach old 16 mm film (available from local TV stations or Audiovisual Services at times) with regular chlorine laundry bleach. Leave strips intact for interesting effects, they will usually fade out to light blue. Make your own film by painting on it, drawing on it with india ink or permanent magic markets, even punching holes with a paper punch toward the center of the film. You will have to repeat an image on at least 8 frames to make it appear on the screen for a brief time, so patience is important. Instrumental music, acid rock, VICTORY AT SEA--all make great background music, depending on the type of film. OR animate a film by drawing with india ink in simple shapes--dots and lines--move the dot around the frame rapidly or slowly to fit the music. OR scratch designs on black film leader and project them.

For further film ideas, consult BEHIND THE CAMERA, pp. 173-175, and your students' imaginations.

EQUIPMENT SUGGESTED FOR FILMMAKING (if and when possible):

1 per school	Super 8mm. movie cavera with single frame capability, zoom lens
1 per school	Super 8mm. film projector
1 per school	Super 8mm. editor - viewer - splicer
6 per school	Splicer for Super 8mm film (small plastic splicers)

05480

SCIENCE FICTION

COURSE DESCRIPTION

Pick a world, any world! Students of all levels, investigate science fiction in its many forms. If you are interested in speculations about the universe, medical, scientific, technological changes in man and in his uses of his untapped mind, space travel, possible human societies, and the like, this course will involve you in readings into possible futures.

INTRODUCTION

This course has been planned to make available to students a wide range of books, cassette tapes, slides, films, film strips, and references to fiction and non-fiction sources which are obtainable from library and audiovisual services. Students at all levels will find something of interest to read, view, or do. The course itself is designed in two parts - an overview and an intensive study section. The overview introduces students to prominent science fiction themes and authors. The second section involves the student in a selected author or interest area. This outline suggests projects that will provide direction for student action.

GOALS

The student will become familiar with the mind-stretching creativity of science fiction writers who project into the future in imaginative ways.

> The student will learn through extensive reading to recognize characteristics that make science fiction a distinct literary genre.
>
> The student will do intensive study in one or several specific areas of science fiction or in works by one specific author.
>
> Through projects, the student will involve himself in research in his topic or author area; the student will utilize non-fiction in his research.
>
> The student may attempt creative science fiction writing or expression in other media.

NOTE

Films listed without numbers may become available during the 1975-1976 school year. Do not order until numbers are supplied.

Materials

Title	Use
FIFTY SHORT SCIENCE FICTION TALES. Collier Books.	Students, Teacher
THE PAST THROUGH TOMORROW. Berkley Publishing Corp.	Students, Teacher
THE ILLUSTRATED MAN. Bantam Books, Inc.	Students, Teacher
A CANTICLE FOR LEIBOWITZ. Bantam Books, Inc.	Students
HAVE SPACE SUIT - WILL TRAVEL. Ace Books.	Students
DUNE. Ace Books.	Students
CROSSROADS OF TIME. Ace Books.	Students
FROM THE EARTH TO THE MOON. Airmont.	Students
WAR OF THE WORLDS. Airmont.	Students
SPACE MERCHANTS. Ballantine Press.	Students
MARTIAN CHRONICLES. Bantam Books, Inc.	Students
PROFILES OF THE FUTURE: AN INQUIRY INTO THE LIMITS OF THE POSSIBLE. Bantam Books, Inc.	Students
FUTURE SHOCK. Bantam Books, Inc.	Students
STARSHIP TROOPERS. Berkley Publishing Corp.	Students
STRANGER IN A STRANGE LAND. Berley Publishing Corp.	Students
CAT'S CRADLE. Dell Publishing Co., Inc.	Students
I, ROBOT. Fawcett World Library.	Students

Title	Use
NAKED SUN. Fawcett World Library.	Students
DEEP RANGE. Harcourt Brace Jovanovich, Inc.	Students
BRAVE NEW WORLD. Harper and Row Publishers, Inc.	Students
GREYBEARD. New American Library.	Students
DEMOLISHED MAN. New American Library.	Students
PLANET OF THE APES. American Book Co.	Students
1984. American Book Co.	Students
GREAT TIME MACHINE HOAX. Universal Publishing and Distributing Corp.	Students
QUEST CROSSTIME. Ace Books.	Students
JOURNEY TO THE CENTER OF THE EARTH. Airmont.	Students
INVISIBLE MAN. Airmont.	Students
TIME MACHINE. Airmont.	Students
EARTHLIGHT. Ballantine Press.	Students
SOMETHING WICKED THIS WAY COMES. Bantam Books, Inc.	Students
ON THE BEACH. Bantam Books, Inc.	Students
ALAS, BABYLON. Bantam Books, Inc.	Students
ORPHANS OF THE SKY. Berkley Publishing Corp.	Students

Title	Use
FARMER IN THE SKY. Dell Publishing Co., Inc.	Students
SIRENS OF TITAN. Dell Publishing Co., Inc.	Students
END OF ETERNITY. Fawcett World Library.	Students
REPORT ON PLANET 3 & OTHER SPECULATIONS. New American Library.	Students
2001: A SPACE ODYSSEY. New American Library.	Students
DOOR INTO SUMMER. New American Library.	Students
VINTAGE BRADBURY. Random House, Inc.	Students
SCIENCE FICTION: THE CLASSROOM IN ORBIT. Educational Impact, Inc.	Teacher
GROKKING THE FUTURE. Pflaum/Standard.	Teacher
TEACHING TOMORROW: A HAND BOOK OF SCIENCE FICTION FOR TEACHERS. Pflaum/Standard.	Teacher

PART I: GENERAL OVERVIEW

The student will learn through extensive reading to recognize characteristics that make science fiction a distinct literary genre.

The student will listen critically to taped interviews with science fiction authors.

The student will view media presentations in the science fiction field.

The student will listen to taped dramatizations of science fiction novels and short stories.

TEACHER'S NOTE: The short stories from 50 GREAT SCIENCE FICTION TALES have been categorized below into interest areas. Many of the stories may be placed into other categories by the teacher or the student as they are of interest in several fields. The teacher may choose to introduce study of the short stories in Robert Heinlein's THE PAST THROUGH TOMORROW and Ray Bradbury's ILLUSTRATED MAN as units, by themselves, or he may choose to categorize and investigate the short stories in these two collections as the class reads the stories from 50 GREAT SHORT SCIENCE FICTION TALES.

An excellent introduction to the history of science fiction is to be found in SCIENCE FICTION: JULES VERNE TO RAY BRADBURY, a three part slide-sound presentation from The Center for the Humanities. Audio cassette interviews with prominent science fiction authors may be obtained upon request from the school librarian. Introductory classes might include some of the following cassette tapes:

AC 32911	AN INTERVIEW WITH POUL ANDERSON
AC 30121	AN INTERVIEW WITH RAY BRADBURY (FANTASY AND REALITY)
AC 12060	SCIENCE AND FICTION
AC 508	SCIENCE FICTION IN OUR TIME
AC 30428	SCIENCE FICTION: ITS FUTURE
AC 33459	URSULA LEGUIN: WOMAN OF SCIENCE FICTION

STRANGER THAN SCIENCE FICTION, a film available from the St. Louis Public Library, would also serve well in the introductory section.

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATERIALS
I. MEDICAL/SCIENTIFIC/TECHNOLOGICAL CHANGES IN MAN A. The student learns to identify and analyze problems originating from man's inability to cope with technological change.	50 SHORT SCIENCE FICTION TALES "Barney," p. 253 "Men Are Different," p. 29 "Hilda," p. 118 "The Perfect Woman," p. 238 "Spectator Sport," p. 155 "Obviously Suicide," p. 282 "The Weapon," p. 36 "A Bad Day for Sales," p. 139
B. He analyzes and recognizes possible technological advances in possible future societies.	"The Cricket Ball," p. 161 "Available Data on the Worp Reaction--," p. 174 "The Haunted Space Suit," p. 61
C. He participates in class activities, utilizing material from his readings and from magazine sources.	ACTIVITIES: Design a robot, keeping in mind its intended duties. Would you have it do the dishes for you? Provide it with rubber hands. Name it and describe its daily routine. These activities could be described in list form, composition form, or illustrated composition form, depending on the student's ability. Write an ad for a robot, new or used. What features would you stress? Check new or used car advertising for ideas.

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MATER
	A CYBORG is part man, part machine. mechanical parts (false teeth, pace now available to man. Do research Discussion topics--When does one st and become machine? Which parts wo have mechanical on the human body? What if...a machine were invented w with absolute accuracy the date of you want to know when you would di What if...scientists developed a w would make man invisible? (For co of time, or forever.) Who would t this? Would you? What if...your body could be froze be thawed hundreds of years from n to be frozen if you were in good h ill with a now incurable disease? to be awakened? SFS 770-703 COMPUTERS AND THE W

NTENT	ACTIVITIES AND MATERIALS
	A CYBORG is part man, part machine. List all the mechanical parts (false teeth, pacemakers, etc.) now available to man. Do research if necessary. Discussion topics--When does one stop being human and become machine? Which parts would you choose to have mechanical on the human body? What if...a machine were invented which could predict with absolute accuracy the date of your death? Would you want to know when you would die? Why? Why not? What if...scientists developed a wonder drug which would make man invisible? (For controlled periods of time, or forever.) Who would take advantage of this? Would you? What if...your body could be frozen now and you could be thawed hundreds of years from now? Would you elect to be frozen if you were in good health? If you were ill with a now incurable disease? When would you wish to be awakened? SFS 770-703 COMPUTERS AND THE WORLD OF THE FUTURE

GOALS AND CONTENT	ACTIVITIES AND MATE
	F DIMENSIONS OF THE MAN MADE
	F DIMENSIONS OF AN ENERGY EXCH
	F 269-169 THE FLIGHT OF F 273-126 SCIENCE SCREEN MARS-THE SEARC
	From Library Services Center
	AC 1436 MARIONETTES, AC 1479 TUNNEL UNDER
II. WAR	
A. The student views future wars and their consequences.	50 SHORT SCIENCE FICTION TAL
B. He reads about alien invasion of Earth.	"Random Sampl "The Mathemati "We Don't Want
C. He reads about earthmen invading other regions.	"The Hunters,"
D. He participates in class activities and discussions.	ACTIVITIES: Imagine: Men c stop rivers with the power o what ways might such power b blems would it create?

CONTENT

ews future wars and their

alien invasion of Earth.

earthmen invading other regions.

s in class activities and dis-

ACTIVITIES AND MATERIALS

F	DIMENSIONS OF CHANGE 1, ECOLOGY: THE MAN MADE PLANET
F	DIMENSIONS OF CHANGE 4, FOOD: AN ENERGY EXCHANGE SYSTEM
F 269-169	THE FLIGHT OF APOLLO 11
F 273-126	SCIENCE SCREEN REPORT: EARTH SCIENCE-MARS-THE SEARCH FOR LIFE BEGINS

From Library Services Center

AC 1436	MARIONETTES, INC.
AC 1479	TUNNEL UNDER THE WORLD

50 SHORT SCIENCE FICTION TALES

"Random Sample," p. 40
"The Mathematicians," p. 79
"We Don't Want Any Trouble," p. 219

"The Hunters," p. 242

ACTIVITIES: Imagine: Men can move mountains or stop rivers with the power of their minds. In what ways might such power be used? What problems would it create?

GOALS AND CONTENT

III. TRANSPORTATION AND COMMUNICATION

A. The student reads stories which deal with travel--both in space and in time--and with communication, including ESP.

B. The student identifies future methods and types of transportation.

ACTIVITIES AND MAT

Imagine: You are a scientist
have come up with the way to

What if...the atomic bomb an
were eliminated? Would this

FPL	WAR OF THE PL
AC 1405	THE C CHUTE
AC 1402	THE DEFENDERS
AC 1476	THE LAST MART
AC 1593	CONQUEROR'S I

50 SHORT SCIENCE FICTION TAL

"Project Hush
"The Mist," p
"Two Weeks in
"The Business
"The Third Le
"The Good Pro
"Columbus Was
"Emergency La

CONTENT

AND COMMUNICATION

ds stories which deal with
space and in time--and
tion, including ESP.

ntifies future methods and
portation.

ACTIVITIES AND MATERIALS

Imagine: You are a scientist of the future and you have come up with the way to end war for all time.

What if...the atomic bomb and other nuclear weapons were eliminated? Would this situation change society?

FPL	WAR OF THE PLANETS
AC 1405	THE C CHUTE
AC 1402	THE DEFENDERS
AC 1476	THE LAST MARTIAN
AC 1593	CONQUEROR'S ISLE

50 SHORT SCIENCE FICTION TALES

"Project Hush," p. 265
"The Mist," p. 49
"Two Weeks in August," p. 203
"The Business, As Usual," p. 199
"The Third Level," p. 83
"The Good Provider," p. 103
"Columbus Was a Dope," p. 108
"Emergency Landing," p. 277

GOALS AND CONTENT	ACTIVITIES AND MAT
C. The student analyzes future methods of communication.	"Tiger by the "Who's Cribbi
D. The student utilizes his reading-acquired information in his writing and other class-related activities.	ACTIVITIES: Write a radio a commercial trip to the moon or before the class. What s you take? What selling poin May also be done as a magazi
	You are one of the first moo letter home to a friend or f what your environment is lik day is like.
	Imagine that people of the f others' minds. What problem date with a person who could whose mind you could read? dialogue form about such a s someone in the class to read
	Imagine that it is possible and space. Where in time wo

AND CONTENT	ACTIVITIES AND MATERIALS
analyzes future methods of on.	"Tiger by the Tail," p. 185 "Who's Cribbing?" p. 147
utilizes his reading-acquired in his writing and other class-ivities.	ACTIVITIES: Write a radio ad for the first commercial trip to the moon and present it on tape or before the class. What sales approach would you take? What selling points would you stress? May also be done as a magazine ad with illustrations.
	You are one of the first moon colonists. Write a letter home to a friend or family member telling what your environment is like and what your typical day is like.
	Imagine that people of the future can "read" each others' minds. What problems might you have on a date with a person who could read your mind or whose mind you could read? You might write in dialogue form about such a situation and pair with someone in the class to read your work aloud.
	Imagine that it is possible to travel through time and space. Where in time would you go?

GOALS AND CONTENT

ACTIVITIES AND MATE

Where in place would you go? past or the future? You migh descriptive brochure for the these time-space trips.

Using what you know about St. transit system for the city trate your plan with maps and

Write a story about your prep into space to visit the plan

F 367-101	AUTOS, AUTOS EVE
F	DIMENSIONS OF CH FROM THERE TO HE
F	DIMENSIONS OF CH ONE WORLD MIND
F 271-106	MAN AND MACHIN SMOKE
F 367-115	TRIP FROM CHICAG
F 266-103	AN AMERICAN REND
FPL	SURVIVAL IN OUTE

From Library Services Center

AC 4083	GUN FOR A DINOSA
AC 1421	THE GREEN HILLS
AC 1393	REQUIEM
AC 1447	THE ROADS MUST R
AC 1388	SAUCER OF LONELI
AC 1456	TO THE FUTURE

D CONTENT

ACTIVITIES AND MATERIALS

Where in place would you go? Would you go into the past or the future? You might choose to write a descriptive brochure for the agency which sponsors these time-space trips.

Using what you know about St. Louis, plan a mass transit system for the city and the country. Illustrate your plan with maps and drawings.

Write a story about your preparations for a trip into space to visit the planet Mars.

F 367-101	AUTOS, AUTOS EVERYWHERE
F	DIMENSIONS OF CHANGE 5, MOBILITY: FROM THERE TO HERE
F	DIMENSIONS OF CHANGE 6, COMMUNICATIONS: ONE WORLD MIND
F 271-106	MAN AND MACHINE: A ROMANCE GOING UP IN SMOKE
F 367-115	TRIP FROM CHICAGO
F 266-103	AN AMERICAN RENDEZVOUS
FPL	SURVIVAL IN OUTER SPACE

From Library Services Center

AC 4083	GUN FOR A DINOSAUR
AC 1421	THE GREEN HILLS OF EARTH
AC 1393	REQUIEM
AC 1447	THE ROADS MUST ROLL
AC 1388	SAUCER OF LONELINESS
AC 1456	TO THE FUTURE

SCIENCE FICTION

GOALS AND CONTENT	ACTIVITIES AND MAT
IV. SOCIETY/THE CITY/GOVERNMENT	
A. The student studies societies of the future through the short story.	50 SHORT SCIENCE FICTION TAL
B. He reads about Utopian societies.	"The Great Judge," (Definition of Utop here.)
C. He views a society structured absurdly and differently from his own.	"The Figure," p. 92 "Double Take," p. 1 "The Ambassadors," "The Martian and th
D. He sees how another world culture might view Earth society.	"The Fly," p. 194 "Teething Ring," p.
E. Using his reading, the student will participate in discussions and activities analytical of future society.	ACTIVITIES: You are running 2525. Write your campaign promises relevant to the tim live. This may be presented on tape, or on paper.
	What if...an individual were his life at will. Might sui established for this purpose
	What if...every citizen coul a mini-computer to vote on k

ONTENT	ACTIVITIES AND MATERIALS
/GOVERNMENT	
ies societies of the future t story.	50 SHORT SCIENCE FICTION TALES
topian societies.	"The Great Judge," p. 272 (Definition of Utopia should be presented here.)
ty structured absurdly and his own.	"The Figure," p. 92 "Double Take," p. 165 "The Ambassadors," p. 31 "The Martian and the Magician," p. 246
her world culture might view	"The Fly," p. 194 "Teething Ring," p. 53
g, the student will partici- ons and activities analyti- iety.	ACTIVITIES: You are running for public office in 2525. Write your campaign speech, including promises relevant to the times in which you will live. This may be presented to the class in person, on tape, or on paper.
	What if...an individual were allowed to terminate his life at will. Might suicide parlors be established for this purpose?
	What if...every citizen could install in his home a mini-computer to vote on key national issues?

GOALS AND CONTENT	ACTIVITIES AND MAT

What if...drugs were dispens
bars, just as drinks are now
cocktail lounges?

What if...people were forced
story buildings in the citie
people?

What if...people were paid f
social utility scale? (The
therefore, earn as much as t

What if...other means than p
control criminals--such as d
the brain?

Advances in technology bring
games. (The invention of th
about car racing.) Projecti
from what you know, invent a
other form of entertainment
100 years from now. (Rocket

F 268-102	CITIES IN CRI
F 367-102	CITIES OF THE
F	DIMENSIONS OF THE CAVE REEX
F	DIMENSIONS OF TRANSACTIONS
F 169-104	BOOMSVILLE
FPL	FUTURE SHOCK

CONTENT	ACTIVITIES AND MATERIALS

What if...drugs were dispensed in local speed-bars, just as drinks are now dispensed in local cocktail lounges?

What if...people were forced to live in 1,000 story buildings in the cities? Would this change people?

What if...people were paid for their labor on a social utility scale? (The sewage worker might, therefore, earn as much as the surgeon.)

What if...other means than prisons were used to control criminals--such as drugs or electrodes in the brain?

Advances in technology bring about new forms of games. (The invention of the automobile brought about car racing.) Projecting into the future from what you know, invent a new game, sport or other form of entertainment that may be popular 100 years from now. (Rocket Racing?)

F 268-102	CITIES IN CRISIS
F 367-102	CITIES OF THE FUTURE
F	DIMENSIONS OF CHANGE 2, SHELTER: THE CAVE REEXAMINED
F	DIMENSIONS OF CHANGE 3, ENERGY: TRANSACTIONS IN TIME
F 169-104	BOOMSVILLE
FPL	FUTURE SHOCK

GOALS AND CONTENT	ACTIVITIES AND MAT
	AC 1390 APPOINTMENT I AC 567 THE COUNTRY O AC 697 1984 AC 1439 THE POTTERS O AC 1416 UNIVERSE
V. MARRIAGE AND THE FAMILY/VARIANT LIFE STYLES	
A. The student experiences elements of unusual family structures.	50 SHORT SCIENCE FICTION TAL
B. He views a world in which the child controls the mother.	"Talent," p. 256
C. He reads about a culture where choosing a marriage partner is controlled by computer.	"Beautiful, Beauti
D. He reads about the last man and woman on Earth.	"Not With a Bang,"
E. He participates in class activities, utilizing background information.	ACTIVITIES: Write a letter Write it as if it will be se the 1990's. Try to imagine like and what kind of advice

CONTENT	ACTIVITIES AND MATERIALS
	AC 1390 APPOINTMENT IN TOMORROW AC 567 THE COUNTRY OF THE BLIND AC 697 1984 AC 1439 THE POTTERS OF FIRSK AC 1416 UNIVERSE
HE FAMILY/VARIANT LIFE STYLES	
periences elements of unusual res.	50 SHORT SCIENCE FICTION TALES
ld in which the child controls	"Talent," p. 256
a culture where choosing a er is controlled by computer.	"Beautiful, Beautiful, Beautiful," p. 88
the last man and woman on Earth.	"Not With a Bang," p. 125
s in class activities, utilizing ormation.	ACTIVITIES: Write a letter to your son or daughter. Write it as if it will be sealed and not opened until the 1990's. Try to imagine what their world will be like and what kind of advice you might give them.

GOALS AND CONTENT | ACTIVITIES AND MAT

Suppose: Science has discov
the sex of an unborn child.

I. What would this do to

A. family size
B. population size a
C. values in society
D. the future of int
E. marriage styles

II. Who should control th

A. the individual co
B. the federal gover
C. private industry-
to those who can

Suppose: Through gene banks
physical, mental, and person
for your unborn child. The
scholars, athletes, actors,
queens, and leaders of histo
to you. Design your child,
different genetic sources.
or defend your choices.

Suppose: Young men, suppose
appeared tomorrow. How woul
Young ladies, suppose all th
tomorrow. How would society
this, concentrating on the
disappear-technologican skil
and home-continuing skills
reference, see Philip Wylie

CONTENT	ACTIVITIES AND MATERIALS

Suppose: Science has discovered a way to choose the sex of an unborn child. Discuss:

I. What would this do to life as we know it?

   A. family size
   B. population size and makeup
   C. values in society
   D. the future of international relations
   E. marriage styles

II. Who should control this discovery?

   A. the individual couple
   B. the federal government--free to everyone
   C. private industry--offer it as a profit to those who can afford it

Suppose: Through gene banks, you may now select physical, mental, and personality characteristics for your unborn child. The genes of all famous scholars, athletes, actors, statesmen, kings, queens, and leaders of history are now available to you. Design your child, using at least five different genetic sources. Be prepared to explain or defend your choices.

Suppose: Young men, suppose all the women disappeared tomorrow. How would society change? Young ladies, suppose all the men disappeared tomorrow. How would society change? Discuss this, concentrating on the skills which would disappear-technologican skills with men, cultural and home-continuing skills with women. For reference, see Philip Wylie's novel THE DISAPPEARANCE.

GOALS AND CONTENT	ACTIVITIES AND MAT
	Write a story in which the t men and women are reversed. the future.
	From Library Services Center
	AC 1428 DWELLERS IN S AC 1445 HELLO TOMORRO AC 1441 MARTIAN CHRON
VI. STATES OF THE MIND	
A. The student understands the concept of inner space, a science fiction of the mind.	50 SHORT SCIENCE FICTION TAL
B. He sees how "dream" may become reality for the science fiction writer.	"Oscar," p. 44 "Stair Trick," p. "Texas Week," p. 1 "Built Down Logica "Narapoia," p. 178
C. He reads about the control of a mind by an alien force.	"Unwelcome Tenant,"
D. He reads about conventional methods of escape from an awful reality.	"Altar at Midnight "An Egg a Month fr
E. He takes part in writing and listening activities.	ACTIVITIES: A phobia is an Advances in technology bring face. What new fears may sp list?

RTENT	ACTIVITIES AND MATERIALS
	Write a story in which the traditional roles of men and women are reversed. Set your story in the future.
	From Library Services Center
	AC 1428 DWELLERS IN SILENCE AC 1445 HELLO TOMORROW AC 1441 MARTIAN CHRONICLES
D	
stands the concept of inner fiction of the mind.	50 SHORT SCIENCE FICTION TALES
m" may become reality for the riter.	"Oscar," p. 44 "Stair Trick," p. 67 "Texas Week," p. 113 "Built Down Logically," p. 227 "Narapoia," p. 178
e control of a mind by an alien	"Unwelcome Tenant," p. 73
nventional methods of escape lity.	"Altar at Midnight," p. 131 "An Egg a Month from All Over," p. 230
writing and listening activities.	ACTIVITIES: A phobia is an irrational fear. Advances in technology bring new fears for men to face. What new fears may space travel add to the list?

GOALS AND CONTENT

VII. EDUCATION

A. The student views the educational needs of a society different from his own.

B. He reads about the origins of speech.

C. He reads about a future "bookless" education.

D. He designs an educational system.

ACTIVITIES AND MAT

Try to represent, by drawing
of-consciousness story, the
year 2195.

F 270-121 OMEGA
F 356-114 THE RED BALL
F ASTRALIS

From Library Services Cente

AC 1434 NIGHTFALL
AC 1462 REPORT ON TH

50 SHORT SCIENCE FICTION TA

"Prolog," p. 170

"The Fun They Had,

ACTIVITIES: Discuss the go
children learning at home w
instead of in schools as th

It may be possible some day
or "math pills" to learn wi
or illustrate the possible

Discuss some possible class
in schools of the future.
Survival in Outer Space, Th

ND CONTENT	ACTIVITIES AND MATERIALS
	Try to represent, by drawing, collage or a stream-of-consciousness story, the mind of a man from the year 2195.
	F 270-121 OMEGA F 356-114 THE RED BALLOON F ASTRALIS
	From Library Services Center
	AC 1434 NIGHTFALL AC 1462 REPORT ON THE BARNHOUSE EFFECT
views the educational needs of a erent from his own.	50 SHORT SCIENCE FICTION TALES
ut the origins of speech.	"Prolog," p. 170
ut a future "bookless" education.	"The Fun They Had," p. 25
n educational system.	ACTIVITIES: Discuss the good and bad effects of children learning at home with teaching machines instead of in schools as they do today.
	It may be possible some day to take "French pills" or "math pills" to learn without effort. Discuss or illustrate the possible effects.
	Discuss some possible classes that be offered in schools of the future. (Spaceship Mechanics, Survival in Outer Space, The Culture of Mars?)

PART II: GROUP AND INDIVIDUAL PROJECTS

At the close of the overview, each student will choose a topic from the list below for his group and individual research project topic.

1. Technological, biological, and medical advances in future man
2. Man's reaction to disaster, whether man-made or natural
3. Values, mores, and morals of the future
4. Marriage and family life or variant life styles in the future
5. Youth and rebellion in the future
6. Crime and punishment in the future
7. Religion in the future
8. War in the future
9. Governmental forms in the future
10. Ecology and man's reaction to change
11. The concept of utopian societies
12. Class and society in the future
13. Transportation and communication in the future--including ESP
14. The city of the future
15. Education of the future
16. Leisure, recreation, sports in the future
17. Occupations and industry in the future
18. Material possessions in the future
19. Food and population in the future
20. Equality of the sexes and ethnic groups in the future
21. Sex in the future
22. Fashion in the future
23. Identity of the individual in the future
24. Student suggestions, to be teacher approved

PROJECT PROCEDURES

All students in the class will participate in the project work and will be responsible for handing in all assignments in this section.

1. Each student will choose a topic from the list.

2. Students will decide whether to work individually or with others interested in the same topic.

3. Using the overview material, plus magazine articles, newspaper articles, and other available data, each student or group will compile characteristics of his topic in today's society. Class discussions and/or group discussions will focus on these fields.

4. Students, individually or in interest groups, will check with adults on qualities and characteristics of life in the past as regards their chosen topic. For instance, adults might be interviewed about transportation in their childhood, marriage in past generations, or education in the past. These interviews may be taped or written. The interviewer should include such data as the interviewee's name, age, occupation. He should record any other pertinent information. The questions asked should be carefully prepared and checked before the interview.

5. Using the information he has collected about the present and the past of his interest area, the student will try to project into the future of his field. He may consult THE FUTURIST magazine and other non-fiction material. A reference list is appended to this course.

6. Each student will prepare, in list or in outline form, the survey of his interest area--past, present, and future.

7. Material mentioned in item 6 may be compiled, duplicated, and distributed to each student for reference.

8. Each student will then proceed to his individual project, using background material, his own science fiction overview, and supplementary novels in his field.

9. At the close of the semester, each student will present a written summary of his research for his individual project, including a list of the books he read, the periodical articles and the material he sent away for.

10. So that the entire group may benefit, each student will present an oral report on his project at the semester's end. These reports may be organized into panels on similar topics, and should include any visual material the student or group created in project research.

INDIVIDUAL PROJECTS AND SMALL GROUP PROJECTS

One project or more may be done at the discretion of the student and the teacher. The teacher may select some projects as being worth more grade credit than others.

1. A student may create and name a product of the future. He should tell what it is, what will be its use, which age and/or societal group will use it. Then he should create an advertising campaign for that product. A newspaper ad, a magazine ad, the script for a TV ad, and a radio ad script or taped radio commericial might be included in this project.

2. A group of students may draw up a plan for a new city to be built somewhere in the United States in a future year. It should be populated by about 25,000 persons. Each plan should include:

    A. location of city
    B. location of business district
    C. location of residential areas
    D. location of parks and recreation areas
    E. location of and types of mass transit
    F. location of industrial plants, if any
    G. location of airports

    Students should state the year of development for their city and be prepared to back up their decisions from their readings on the topic.

3. Students may video-tape a news broadcast of the future, including news, weather, sports, and features. All material presented on the program, of course, should be correlated as to time, place, and degree of technology of the society.

4. Students may survey the future thinking of the community on various subjects. The interviews may be taped, recorded, and presented to the class.

5. Students should elect their own education association officers and develop the future curriculum of the schools. What will people need to know in the future? How will they be taught?

6. A student may present an oral report on interesting phases of his topic. He should provide the teacher with a written outline or notes, presenting his sources of information in correct bibliographical form.

7. An artist may interpret the future in his own medium. He should list books from which he obtained ideas and give credit for those ideas in the correct form.

8. A student may write a scenario, short story, poem, or even a song to be performed with accompaniment. He should base his idea-"A 3004 a.d. Love Song," etc. -- on material he has read and should credit the source for his idea. Creative writing may be submitted to sci-fi magazines listed in TEACHING TOMORROW, a teacher's guide to sci-fi.

9. A student could select one of the topics and approach it through a media presentation--slides and music, etc. Again, his sources should be properly documented.

10. A radio play or serial based on the future could be written, scripted, and acted out with appropriate sound effects. Students should check reference materials carefully for procedure. The play could be tape-recorded in the classroom and presented in this form to other classes, over the school public address system or over a radio station (try KSLH).

11. The student may devise a role-playing game or create a board game utilizing his knowledge of his futuristic topic. Have students consult such simulation games as ECOLOGY, BLACKS AND WHITES, MEN AND WOMEN, etc., at the library. Their game could simulate an imagined future situation.

12. A student may collect articles, comics, ads, and stories which pertain to the future from magazines and newspapers. He should annotate them with factual material or quotations from his science fiction readings and organize them into subject areas.

13. The student may create an illustrated time line of the past, the present, and the future on one of the topics, utilizing historical and science fictional references.

14. A student may collage pictures and found objects pertaining to his topic. He should be prepared to present his work to a group or to the class.

15. A newspaper printed in a future year may be produced, offering a news page, an editorial page, a feature page, and a sports page. Students might insert illustrations from magazines or draw their own. Advertising of the future may be inserted. All material printed, of course, should be documented from science fiction material. Papers may be printed on stencils and duplicated for the class.

16. Students may contact a radio station regarding a telephone call-in program on the topic of the future. The station could hold an open-line with the students as guests; the students could call in their opinions and tape the show, or an "expert" in the field may be found to respond to questions.

17. Students may wish to write an author for specific information in his area. Many science fiction authors personally answer letters, so this type of activity should be encouraged.

18. A student may write a letter to the editor of his newspaper, sharing his futures research.

19. Students may video-tape a "man-in-the-street" broadcast, interviewing other students about controversial topics of the future.

20. A student may write to various organizations, listed in the appendix, for information about his field of interest. The letter, checked by the teacher for form, would be credited to his specific project.

21. Student-suggested topics may be discussed with the teacher for approval at the beginning of the unit.

Materials Available from Library Services Center

Audio Cassettes Listed by Topics

I. Medical/Scientific/Technological Advances in Man

AC 1436	MARIONETTES, INC.
AC 1479	TUNNEL UNDER THE WORLD

II. War

AC 1405	THE C CHUTE
AC 1593	CONQUEROR'S ISLE
AC 1402	THE DEFENDERS
AC 1476	THE LAST MARTIAN

III. Transportation and Communication

AC 1393	REQUIEM
AC 1421	THE GREEN HILLS OF EARTH
AC 4083	GUN FOR A DINOSAUR
AC 1456	TO THE FUTURE
AC 1368	SAUCER OF LONELINESS
AC 1447	THE ROADS MUST ROLL

IV. Society/The City/Government

AC 1416	UNIVERSE
AC 697	1984
AC 1439	THE POTTERS OF FIRSK
AC 1390	APPOINTMENT IN TOMORROW
AC 567	THE COUNTRY OF THE BLIND

V. Marriage and the Family

AC 1428	DWELLERS IN SILENCE
AC 1445	HELLO TOMORROW
AC 1441	MARTIAN CHRONICLES

VI. States of Mind

AC 1462	REPORT ON THE BARNHOUSE EFFECT
AC 1434	NIGHTFALL

VII. Non-fiction Interviews

AC 32911	INTERVIEW WITH RAY BRADBURY
AC 12060	SCIENCE AND FICTION
AC 508	SCIENCE FICTION IN OUR TIME
AC 32911	AN INTERVIEW WITH POUL ANDERSON
AC 30428	SCIENCE FICTION: ITS FUTURE
AC 33459	URSULA LeGUIN: WOMAN OF SCIENCE FICTION

Novels Listed by Topics

I. Medical/Scientific/Technological Advances in Man

FANTASTIC VOYAGE
I, ROBOT
DOOR INTO SUMMER
THE TIME MACHINE
BRAVE NEW WORLD
DEEP RANGE
FARMER IN THE SKY
INVISIBLE MAN

II. War

STARSHIP TROOPERS
ALAS, BABYLON
EARTHLIGHT
WAR OF THE WORLDS
ON THE BEACH
CAT'S CRADLE

III. Transportation and Communication

THE DEMOLISHED MAN
FROM THE EARTH TO THE MOON
HAVE SPACE SUIT -- WILL TRAVEL
THE GREAT TIME MACHINE HOAX
CROSSROADS OF TIME
QUEST CROSSTIME

IV. Society/The City/Government

THE END OF ETERNITY
THE NAKED SUN
SPACE MERCHANTS
1984
PLANET OF THE APES
FUTURE SHOCK
MARTIAN CHRONOCLES

V. Marriage and the Family: Variant Life Styles

STRANGER IN A STRANGE LAND
ORPHANS IN THE SKY
DUNE
GREYBEARD

VI. States of Mind

VINTAGE BRADBURY
2001: A SPACE ODYSSEY
THE SIRENS OF TITAN

SCIENCE FICTION

Films, Filmstrips, and Multi-media Kits

Materials available from Audiovisual Services

Films

F 269-169	FLIGHT OF APOLLO 11--A TRIP TO THE MOON
F 273-126	SCIENCE SCREEN REPORT: EARTH SCIENCE. MARS--THE SEARCH FOR LIFE BEGINS
F 367-101	AUTOS, AUTOS EVERYWHERE
F 271-106	MAN AND MACHINE: A ROMANCE GOING UP IN SMOKE
F 367-115	TRIP FROM CHICAGO
F 266-103	AN AMERICAN RENDEZVOUS
F 268-102	CITIES IN CRISIS
F 367-102	CITIES OF THE FUTURE
F 169-104	BOOMSVILLE
F 270-121	OMEGA
F 356-114	THE RED BALLOON
	SCIENCE FICTION: JULES VERNE TO RAY BRADBURY
	DIMENSIONS OF CHANGE 1: ECOLOGY: THE MAN-MADE PLANET
	DIMENSIONS OF CHANGE 2: SHELTER: THE CAVE REEXAMINED
	DIMENSIONS OF CHANGE 3: ENERGY: TRANSACTIONS IN TIME
	DIMENSIONS OF CHANGE 4: FOOD: AN ENERGY EXCHANGE SYSTEM

Materials available from Audiovisual Services

Films

DIMENSIONS OF CHANGE 5: MOBILITY: FROM THERE TO HERE

DIMENSIONS OF CHANGE 6: COMMUNICATIONS: ONE WORLD MIND

Sound Filmstrip

SFS 770-703 COMPUTERS AND THE WORLD OF THE FUTURE

Materials available from the Public Library

Films

STRANGER THAN SCIENCE FICTION

FUTURE SHOCK

WAR OF THE PLANETS

THE UNEXPLAINED

SURVIVAL IN OUTER SPACE

THE YEAR 1999

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ORGANIZATIONS AND OTHER SOURCES OF INFORMATION

FAMILY

THE AMERICAN INSTITUTE OF FAMILY RELATIONS. Educational, counseling, and research organization publishes FAMILY LIFE; publications list available. 5287 Sunset Blvd., Los Angeles, California 90027.

THE ASSOCIATION FOR FAMILY LIVING. Several pamphlets and reprints available. Membership, $5.00, includes free subscription to publication YOUR FAMILY. Pamphlets include "Bibliography and Film Guide,". $0.35. 32 W. Randolph St., Chicago, Illinois 60601

BUREAU OF FAMILY SERVICES, WELFARE, ADMINISTRATION. Public assistance to help needy people. Their material is available from: Supt. of Documents, U. S. Government Printing Office, Washington, D.C. 20402, and U. S. Dept. of Health, Education, and Welfare, Washington, D. C. 20201.

CHILD STUDY ASSOCIATION OF AMERICA. Publications list available dealing with children and parent-child relations. Excellent source. 9 E. 89th St., New York, N. Y., 10028.

LARGE FAMILIES OF AMERICA, INC. Educational organization devoted to the common interest of responsible parents and their children in large families. They re-distribute material published by others and publish monthly newsletters (LFA NEWS) for members. Box 885, Norwalk, Conn. 06852.

POPULATION

ASSOCIATION FOR VOLUNTARY STERILIZATION, Research, education, and service in regard to sterilization as means of population control. 14 W. 40th St., New York, N. Y. 10018

POPULATION CRISIS COMITTEE. Operates a campaign to activate the U. S. government in population control. 1730 E. St., N.W., Washington, D. C. 20006.

POPULATION POLICY PANEL, HUGH MOORE FUND. Bibliography, list of organizations, pamphlets available. 60 E. 42nd St., New York, New York, 10017.

UNITED NATIONS, BUREAU OF SOCIAL AFFAIRS. Statistical materials on world population trends. United Nations Bldg., New York, New York, 10017.

MORALITY

SCIENCE RESEARCH ASSOCIATES, INC. Booklets and materials on moral values available. 259 E. Erie St., Chicago, Illinois, 60611.

FAMILY LIFE BUREAU, U. S. CATHOLIC CONFERENCE. Reprints, pamphlets, and bi-monthly bulletin CATHOLIC FAMILY LEADER, Guidance for Catholic families; helpful insight for all into many aspects of family life. 1312 Mass. Ave., N.W., Washington, D. C. 20005.

PARENTS WITHOUT PARTNERS, INC. An international, nonprofit, non-sectarian, educational organization devoted to the interests and welfare of single parents and their children. They publish THE SINGLE PARENT magazine, chapter newsletters, manuals, and pamphlets of organization instruction. A number of regional chapters exist. 80 Fifth Ave., New York, New York, 10011.

AMERICAN CIVIL LIBERTIES UNION. Works actively to promote many aspects of civil liberty, including areas related to race. Materials available. 156 Fifth Ave., New York, New York, 10010.

CIVIL RIGHTS DIVISION, U. S. DEPARTMENT OF JUSTICE. Some sample materials available on legal aspects of civil rights movement. Washington, D. C. 20530.

LEISURE

AFL-CIO RESEARCH DEPT. Many pamphlets and booklets related to work, leisure, and automation. 815--16th St., N. W. Washington, D. C. 20006.

NATIONAL RECREATION AND PARK ASSOCIATION. Citizen's organization concerned with all aspects of free time and its use. Publishes PARKS AND RECREATION magazine monthly and various special publications. 1700 Penn Ave., N.W., Washington, D. C. 20006.

WAR

AMERICAN PEACE SOCIETY. Established in 1828, the society publicizes the evils of war and works for its abolishment. Distributes information on world affairs. 1307 New Hampshire Ave., N.W., Washington, D. C. 20036.

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE. Catalog of publications available. They publish INTERNATIONAL CONCILIATION five times a year. Their purpose is to study the causes of international war and practical paths to peace. United Nations Plaza at 46th St., New York, New York, 100017.

DEPARTMENT OF STATE, U.S.A. Statements, reprints, pamphlets, etc. on war, peace, disarmament, nuclear test ban treaties, and related issues. Publications are available from Supt. of Documents, Government Printing Office, Washington, D. C., 20402. Washington, D. C. 20520.

NATIONAL RESEARCH COUNCIL ON PEACE STRATEGY. Reports of scholars on issues related to world peace. Not a pacifist organization. 241 W. 12th St., New York, New York, 10014.

WORLD PEACE FOUNDATION. Promotes peace by making facts of international relations available. Publishes INTERNATIONAL ORGANIZATION. 40 Mt. Vernon St., Boston, Mass., 02108.

IN-DEPTH ANALYSIS SHEET

PLOT:

1. What themes or symbols are used by the author to develop his plot? Threats on human lives? Overcoming of earth's culture by alien forms? Loss of freedom and dignity? Spiritual or mental captivity? Mutations? Praise of a particular system of values, actions, standards, living conditions? Manipulations?

2. Is the plot contrived or awkward? Is it "soap opera-ish"?

3. Does the plot follow as a natural consequence from a realistic hypothetical base, extrapolated from a tendency in the present?

4. Does the plot go naturally with the characters and setting?

CHARACTERS:

1. Are the characters mechanically produced or stereotyped, or are they fully developed individuals exhibiting genuine emotions and feelings? Are their actions and thoughts consistent with the demands of plot and setting?

2. Is character the focal point or does character tend to be subordinate to the plot and setting or to disappear in favor of marvelous scientific inventions and melodramatic events? Is this lack of characterization justified?

3. Are the characters actual human beings or some other life form? If so, do they have human characteristics? What makes them different?--attitudes? appearance? values? social context? emotions? What are their methods of communication and propagation, their techniques of acquainting themselves with others or taking them over? What significance is there in interaction with other beings?

SETTING:

1. Does the setting provide a functional relationship to the other elements that make up the book?

2. Does it demand the suspension of the reader's judgment against the incredible, such as mechanics, monsters and biological-anthropological throwbacks?

3. Does the setting merely provide a place of escape from problems which appear to be unsolved on earth, or is it a cleverly designed setting that shows imaginative development?

GENERAL CONSIDERATIONS:

1. Does the author sacrifice people and ideas in favor of events and things?

2. Does he appear to offer the reader cheap thrills in place of genuine creative imagination and thought-provoking ideas?

3. What are his assumptions about life and the nature of mankind? Are they valid? Or are they based on traditional and cliched values and attitudes which are convenient for his present purpose?

4. How does the writer build suspense or involvement? How complex does the plot get?

5. What fallacies exist in the writing or premise the author uses? Are things scientifically impossible? Theoretically improbable? Or does the author speculate on the future and its problems by using a future idea of a current trend?

6. Do you detect any use of imagery, allusion, symbolism, trite description or cliches? If so, do these add or detract from the book? How?

REPORT FORM FOR SUPPLEMENTARY TEXTS

Name____

Period______________Date____________________

Title:____

Author: Length of Book:

Date of Publication: Publisher:

BASIC HYPOTHESIS OR ASSUMPTION MADE BY THE AUTHOR:

TIME AND PLACE? LOCATION OF STORY: (Approximate)

MAJOR CHARACTERS AND/OR PERSONALITY TYPES: (Analyze in depth per directions)

PLOT SUMMARY: (Detailed summary of plot including an analysis of conflicts and their solutions)

MODERN WRITERS 05490

COURSE DESCRIPTION

Writers of your lifetime--not beyond the last twenty years--share their insights with you in the Modern Writers course. Their fiction and non-fiction include situations influenced by alienation, liberation, racism, technology, environment, and emotional encounters. A piece of your life is a part of your reading and writing in the course. For any student interested in the subject.

GOALS

The student becomes familiar with generally recognized American authors of the last two decades and with some of the modern writers of other countries in the fields of fiction, non-fiction, drama, and poetry.

He examines current issues as reflected in contemporary writings.

He becomes more fully acquainted with literary terms and makes them a part of his own vocabulary.

He reads discriminatingly by questioning sources and methods of information gathering, interpretation, and application of the information in non-fiction.

He reads freely in fiction and non-fiction selected for this course, expanding his reading of authors and issues examined in class.

He gains practice in writing about the material he reads, relating it to his own life.

He takes part in discussions about materials shared by the class and in other oral activities.

Materials

Title	Use
IN PERSON. Harcourt Brace Jovanovich, Inc.	Students
IN PERSON, TEACHER'S MANUAL. Harcourt Brace Jovanovich, Inc.	Teacher
IN QUESTION. Harcourt Brace Jovanovich, Inc.	Students
IN QUESTION, TEACHER'S MANUAL. Harcourt Brace Jovanovich, Inc.	Teacher
NATIVE VOICES. Globe Book Company.	Students
NATIVE VOICES, TEACHER'S GUIDE. Globe Book Company.	Teacher
LIFE STYLES. Globe Book Company.	Students
LIFE STYLES, TEACHER'S GUIDE. Globe Book Company.	Teacher
GO ASK ALICE. Avon Books.	Students
A CHOICE OF WEAPONS. Harper and Row Publishers, Inc.	Students
THE BIG SEA. Hill and Wang, Inc.	Students
MALCOLM X SPEAKS. Grove Press.	Students
THE WAY IT SPOZED TO BE. Bantam Book Company.	Students
BODY LANGUAGE. Pacific Books, Publishers.	Students
HOW TO DEVELOP YOUR ESP. Frederick Fell, Inc.	Students

Materials

Title	Use
WHY AM I AFRAID TO TELL YOU WHO I AM? Argus Communications.	Students
WOMAN, WOMAN: FEMINISM IN AMERICA. Julian Messner, Inc.	Students
A DAY IN THE LIFE OF IVAN DENISOVICH. Bantam Books, Inc.	Students
BLESS THE BEASTS AND THE CHILDREN. Pocket Books, Inc.	Students
FLOWERS FOR ALGERNON. Bantam Books, Inc.	Students
RING OF BRIGHT WATER. Fawcett Crest Library.	Students
WHEN THE LEGENDS DIE. Bantam Books, Inc.	Students

MODERN WRITERS

GOALS AND CONTENT		ACTIVITIES AND
I. FICTION		
A. The student understands and appreciates a variety of writing techniques.	FS	FORMS OF LITE
	FS 760-405	INTERPRETATIO SHORT STORY
	FS 760-403	LATE 19th AND DEVELOPMENT
	FS 760-404	MODERN DEVELO
1. He understands the use of point of view; the omniscient author.	LIFE STYLES	"The Blazing
2. He studies examples of flashback techniques.		"Roseanne of "The Day of t
3. He examines examples of the use of first person.		"Clearing in
4. He realizes the effectiveness of figurative speech.		"A Field of R
5. He reads stories that offer good examples of characterization.		"The Blazing "The Secret L
6. He recognizes an ironic situation.		"The Blood of
7. He studies the roles and styles of dialogue.		"Clearing in
8. He learns to read fictional works employing stream of consciousness technique.		"The Secret L

CONTENT		ACTIVITIES AND MATERIALS
t understands and appreciates of writing techniques.	FS	FORMS OF LITERATURE: THE SHORT STORY
	FS 760-405	INTERPRETATION AND EVALUATION OF THE SHORT STORY
	FS 760-403	LATE 19th AND EARLY 20th CENTURY DEVELOPMENT
	FS 760-404	MODERN DEVELOPMENT
erstands the use of point of the omniscient author.	LIFE STYLES	"The Blazing Star," p. 3
dies examples of flashback ques.		"Roseanne of Yesterday," p. 24 "The Day of the Bullet," p. 61
mines examples of the use st person.		"Clearing in the Sky," p. 43
lizes the effectiveness of tive speech.		"A Field of Rice," p. 205
ds stories that offer good es of characterization.		"The Blazing Star," p. 3 "The Secret Life of Walter Mitty," p. 144
ognizes an ironic situation.		"The Blood of Martyrs," p. 220
dies the roles and styles of ue.		"Clearing in the Sky," p. 43
rns to read fictional works ing stream of consciousness ique.		"The Secret Life of Walter Mitty," p. 144

GOALS AND CONTENT	ACTIVITIES AND	
	NOTE: IN LIFE STYLES: A COLL	each story i Many questio cussion, but basis for wr the end of e questions an parisons of vocabulary f for creativ
	LIFE STYLES	At the end c invited to r changing the
		At the end c invited to t form of a pr following th FOR ALGERNON
		At the end c asked to att
B. The student examines aspects of theme, becoming aware of motivational and psychological developments in people. As a result he has a better understanding of those he meets in his own life.	SL	TWENTIETH C AND SELF D
	SL	MAN'S SEARCH

CONTENT		ACTIVITIES AND MATERIALS
	NOTE: IN LIFE STYLES:	A COLLECTION OF SHORT STORIES, each story is followed by questions. Many questions are intended for discussion, but some can be used as the basis for written assignments. At the end of each unit are additional questions and suggestions for comparisons of stories within the unit, vocabulary for study, and suggestions for creative writing experiences.
	LIFE STYLES	At the end of Unit I the student is invited to retell one of the stories, changing the point of view. At the end of Unit III the student is invited to try creative writing in the form of a progress report or diary, following the model offered by FLOWERS FOR ALGERNON, p. 189 At the end of Unit IV the student is asked to attempt a dramatization, p. 244.
nt examines aspects of theme, ware of motivational and ical developments in people. lt he has a better understanding he meets in his own life.	SL	TWENTIETH CENTURY FICTION: ALIENATION AND SELF DISCOVERY
	SL	MAN'S SEARCH FOR IDENTITY

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AN	
1. He reads stories expressing as their theme the difficulty of understanding another person.	IN QUESTION	"The Men in t
	IN PERSON	"My Father Si
2. He examines as a theme the refusal to face one's real feelings and communicate them to others.	IN PERSON	"The Liar," p
3. He analyzes the importance of friendship as a theme.		"The Passing,"
4. He reads stories expressing experiences in different types of loving relationships.		"Yes, Young D
		"The Song of
		"Celebration,"
	IN QUESTION	"Seventeen Sy
		"Sucker," p.
	LIFE STYLE	"The Blazing
		"Roseanne of
	RING OF BRIGHT WATER	
5. He identifies in his reading themes treating learning to cope with sorrow and overcome fear.	IN PERSON	"Showdown with
		"Sometimes a
		"The Rat," p.
	GO ASK ALICE	
	BLESS THE BEASTS AND THE CHIL	
	A DAY IN THE LIFE OF IVAN DEN	
	FPL	GO ASK ALICE

CONTENT	ACTIVITIES AND MATERIALS	
s stories expressing as their he difficulty of understanding person.	IN QUESTION	"The Men in the Orchestra," p. 141
	IN PERSON	"My Father Sits in the Dark," p. 22
ines as a theme the refusal to e's real feelings and commun- hem to others.	IN PERSON	"The Liar," p. 28
yzes the importance of friend- a theme.		"The Passing," p. 47
s stories expressing exper- in different types of loving nships.		"Yes, Young Daddy," p. 73
		"The Song of Rhodanthe," p. 88
		"Celebration," p. 125
	IN QUESTION	"Seventeen Syllables," p. 116
		"Sucker," p. 148
	LIFE STYLE	"The Blazing Star," p. 3
		"Roseanne of Yesterday," p. 24
	RING OF BRIGHT WATER	
tifies in his reading themes g learning to cope with sorrow rcome fear.	IN PERSON	"Showdown with Callie," p. 34
		"Sometimes a Lonely Business," p. 147
		"The Rat," p. 174
	GO ASK ALICE	
	BLESS THE BEASTS AND THE CHILDREN	
	A DAY IN THE LIFE OF IVAN DENISOVICH	
	FPL	GO ASK ALICE

GOALS AND CONTENT	ACTIVITIES AN	
6. He reads of characters establishing value systems for themselves.	IN QUESTION	"Say It with "Chee's Daugh "What Money C
	NOTE:	While not a w A CHOICE OF W as an example values.
	FPL	THE WEAPONS O
	SL 872-806	HUMAN VALUES
	SL 872-807	HUMAN VALUES
	SL 872-800	MAN AND HIS V
	SL 872-801	MAN AND HIS V
	BLESS THE BEASTS AND THE CHI	
7. He reads of man's emotional needs as a theme.	LIFE STYLES	"The Secret L "Flowers for
8. He examines codes by which men live and die as a theme.		"The Blood of "Enemy Territ
9. He reads of man's exploitation of his fellow man as a theme.	WHEN THE LEGENDS DIE	
	LIFE STYLES	"The Scapegoa
	FLOWERS FOR ALGERNON	
C. The student expands his reading of authors and issues examined in class by selecting one work of fiction from the available supplementary books for reading and reviewing.		

CONTENT	ACTIVITIES AND MATERIALS	
ds of characters establishing systems for themselves.	IN QUESTION	"Say It with Flowers," p. 200 "Chee's Daughter," p. 218 "What Money Can Buy," p. 54
	NOTE:	While not a work of fiction, Gordon Parks' A CHOICE OF WEAPONS can be introduced here as an example of the theme of personal values.
	FPL	THE WEAPONS OF GORDON PARKS
	SL 872-806	HUMAN VALUES I
	SL 872-807	HUMAN VALUES II
	SL 872-800	MAN AND HIS VALUES I
	SL 872-801	MAN AND HIS VALUES II
	BLESS THE BEASTS AND THE CHILDREN	
ds of man's emotional needs heme.	LIFE STYLES	"The Secret Life of Walter Mitty," p. 144 "Flowers for Algernon," p. 152
mines codes by which men live e as a theme.		"The Blood of Martyrs," p. 220 "Enemy Territory," p. 195
ds of man's exploitation of llow man as a theme.	WHEN THE LEGENDS DIE	
	LIFE STYLES	"The Scapegoat," p. 249
	FLOWERS FOR ALGERNON	
t expands his reading of authors examined in class by selecting f fiction from the available ary books for reading and review-		

GOALS AND CONTENT		ACTIVITIES AN
II. NON FICTION		
A. The student considers current issues and problems as reflected in contemporary writings.	F 164-107	HANGMAN
	SL 871-800	NO MAN IS AN
	SL 871-801	NO MAN IS AN
1. He recognizes alienation as a major personal and social problem and as a major theme in 20th century writing.	NATIVE VOICES	"An Editorial "Brownsville "Children," p "Joey: A 'Mec "There Is No
2. He reads non-fictional materials treating socio-economic issues.	IN QUESTION	"Barrio Boy," "No Handouts "The Dream of "In T is Sign "Time," p. 17 "Uprooted Chi "Money," p. 4
	NATIVE VOICES	"Not Poor, Ju "Brownsville "Soul Food," "Notes of a N "The White Ra "The Explanat "Leter from B "Counters in "Buffalo Gras
	THE WAY IT'S SPOZED TO BE	
	F 272-137	THE DEHUMANIZ

CONTENT

considers current issues
s as reflected in contempo-
gs.

gnizes alienation as a major
l and social problem and as
theme in 20th century writ-

s non-fictional materials
socio-economic issues.

ACTIVITIES AND MATERIALS

F 164-107	HANGMAN
SL 871-800	NO MAN IS AN ISLAND I
SL 871-801	NO MAN IS AN ISLAND II
NATIVE VOICES	"An Editorial Lost in a News Item," p. 179 "Brownsville Kitchen," p. 21 "Children," p. 181 "Joey: A 'Mechanical Boy,'" p. 190 "There Is No News from Auschwitz," p. 200
IN QUESTION	"Barrio Boy," p. 7 "No Handouts from Anybody," p. 67 "The Dream of the Poor," p. 70 "In T is Sign," p. 161 "Time," p. 174 "Uprooted Children," p. 193 "Money," p. 46
NATIVE VOICES	"Not Poor, Just Broke," p. 1 "Brownsville Kitchen," p. 21 "Soul Food," p. 127 "Notes of a Native Son," p. 130 "The White Race and Its Heroes," p. 141 "The Explanation of the Black Psyche," p.151 "Leter from Birmingham Jail," p. 160 "Counters in the Game," p. 215 "Buffalo Grass," p. 219
THE WAY IT'S SPOZED TO BE	
F 272-137	THE DEHUMANIZING CITY

GOALS AND CONTENT	ACTIVITIES AN	
3. He reads about technology and work.	IN QUESTION	"Report from "A Day in the
4. He reads non-fictional treatment of the problems of environment.		"The Artifici "Letter to So
	NATIVE VOICES	"The Mud Daub "The Death of "Needless Hav "The Haunted "The Case Aga
	THE BIG SEA	
5. He reads contemporary non-fiction that explores male and female roles and how they are changing.	IN QUESTION	"And What Am "Teenagers Ta Dialogue fr "The Single F "The Men in t "from 'A Midd
	SL	MAN AND WOMAN
	FPL	THE EMERGING
	WOMAN, WOMAN:	FEMINISM IN A
6. He reads articles concerning psychic expansion.	NATIVE VOICES	"Devil Dancer "Man and the Destinies,"
	HOW TO DEVELOP YOUR ESP	

ONTENT	ACTIVITIES AND MATERIALS	
about technology and work.	IN QUESTION	"Report from Engine Co. 82," p. 2 "A Day in the Life of Diane Adler,R.M." p.18
non-fictional treatment of lems of environment.		"The Artificial Universe," p. 88 "Letter to Society," p. 147
	NATIVE VOICES	"The Mud Dauber," p. 31 "The Death of a Tree," p. 35 "Needless Havoc," p. 40 "The Haunted Dump," p. 51 "The Case Against Man," p. 60
	THE BIG SEA	
contemporary non-fiction lores male and female roles they are changing.	IN QUESTION	"And What Am I Going To Do Next Year?", p.62 "Teenagers Talk about Themselves, A Dialogue from THE NEW FEMINISM," p. 104 "The Single Father," p. 113 "The Men in the Orchestra," p. 141 "from 'A Middle American Marriage,'" p. 177
	SL	MAN AND WOMAN: MYTHS AND STEREOTYPES I AND II
	FPL	THE EMERGING WOMAN
	WOMAN, WOMAN:	FEMINISM IN AMERICA
articles concerning psychic n.	NATIVE VOICES	"Devil Dancers of Ceylon," p. 83 "Man and the Porpoise: Two Solitary Destinies," p. 207
	HOW TO DEVELOP YOUR ESP	

GOALS AND CONTENT	ACTIVITIES AN	
7. He examines the importance of communication in interpersonal relationships as presented in non-fictional writings.	IN PERSON	"Self Survey," "Showdown wit "from BODY LA "How Do You R "The Effects "Family Party
	NATIVE VOICES	"Kola, the Be
	BODY LANGUAGE	
8. The student reads contemporary material on identity, a major modern theme.	IN PERSON	"A Good Reaso "Self Survey," "To Become a
	NATIVE VOICES	"Mouse Pelts," "Memories of "Brownsville
	F 171-123	CONFORMITY
	WHY AM I AFRAID TO TELL YOU	
9. He enjoys works of humor.	NATIVE VOICES	"An Affix for "Graffiti Liv "The One and "A Ride Throu
B. He identifies the aughor's attitude toward his subject.		
1. He recognizes pride and anger.	NATIVE VOICES	"Not Poor, Ju
2. He identifies anger and fear.		"Notes of a N

D CONTENT	ACTIVITIES AND MATERIALS	
xamines the importance of unication in interpersonal tionships as presented in fictional writings.	IN PERSON	"Self Survey," p. 33 "Showdown with Callie," p. 34 "from BODY LANGUAGE" p. 40 "How Do You Rate as a Friend," p. 56 "The Effects of Love," p. 68 "Family Party," p. 118
	NATIVE VOICES	"Kola, the Bear," p. 226
	BODY LANGUAGE	
tudent reads contemporary material dentity, a major modern theme.	IN PERSON	"A Good Reason for Being," p. 7 "Self Survey," p. 11 "To Become a Person," p. 14
	NATIVE VOICES	"Mouse Pelts," p. 10 "Memories of Another Fair," p. 17 "Brownsville Kitchen," p. 21
	F 171-123	CONFORMITY
	WHY AM I AFRAID TO TELL YOU WHO I AM?	
njoys works of humor.	NATIVE VOICES	"An Affix for Birds," p. 103 "Graffiti Lives," p. 108 "The One and Only W. C. Fields," p. 115 "A Ride Through Spain," p. 76
lfies the aughor's attitude s subject.		
ecognizes pride and anger.	NATIVE VOICES	"Not Poor, Just Broke," p. 1
dentifies anger and fear.		"Notes of a Native Son," p. 130

GOALS AND CONTENT	ACTIVITIES AN
3. He recognizes alarm.	"Needless Hav
4. He notes loving pride.	"Kola, the Be
C. He characterizes the author's affected stance toward his reader, using the author's wording as a clue.	
1. He recognizes "the teacher."	"The Mud Daub
2. He notes "the prophet."	"An Editorial
3. He recognizes "the critic."	"Graffiti Liv
4. He identifies "the moralist."	"Letter from
D. He identifies methods of development used in writing: narration, description, exposition, argumentation.	NATIVE VOICES, TEACHER'S GUI
E. The student explores the fears, hopes, and expectations expressed by a writer in the essay form.	
F. The student studies characteristics of style present in the essay.	
1. The student names the sources and methods the author uses to gather information. The student explains why he accepts or rejects this information as accurate and valid.	

CONTENT	ACTIVITIES AND MATERIALS
ognizes alarm.	"Needless Havoc," p. 40
es loving pride.	"Kola, the Bear," p. 226
erizes the author's affected ard his reader, using the ording as a clue.	
ognizes "the teacher."	"The Mud Dauber," p. 31
es "the prophet."	"An Editorial Lost in a News Item," p. 179
ognizes "the critic."	"Graffiti Lives," p. 108
ntifies "the moralist."	"Letter from Birmingham Jail," p. 160
ies methods of development riting: narration, descrip- sition, argumentation.	NATIVE VOICES, TEACHER'S GUIDE, pp. 6, 8, 9, 10, 11, 12
t explores the fears, hopes, ations expressed by a the essay form.	
t studies characteristics of ent in the essay.	
udent names the sources and s the author uses to gather ation. The student explains accepts or rejects this ation as accurate and valid.	

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AND
2. The student identifies the influences a writer's cultural, national, geographical, and personal background have on his works.	
3. The student explains the effect that biographical information about the author has on his opinion of the author's work.	
4. The student identifies another piece of an author's writing by recognizing its similarities to that which he has studied.	
5. The student points out phrases and words that affect the tone the writer employs.	
6. The student identifies a belief that underlies a point of view in an author's essay, such as: "All life is intrically tied together."	NATIVE VOICES "The Case Agai
7. He realizes that great ideas and their expression begin with the most common of us.	"Graffiti Live
8. The student writes a paper explaining why he does or does not agree with or accept an author's belief that underlies an essay.	

NTENT	ACTIVITIES AND MATERIALS
nt identifies the influences s cultural, national, geo- , and personal background have rks.	
nt explains the effect that cal information about the s on his opinion of the work.	
nt identifies another piece hor's writing by recogniz- imilarities to that which he ed.	
nt points out phrases and t affect the tone the ploys.	
nt identifies a belief that a point of view in an ssay, such as: "All life lly tied together."	NATIVE VOICES "The Case Against Man," p. 60
s that great ideas and ression begin with the on of us.	"Graffiti Lives," p. 108
nt writes a paper explain- e does or does not agree ccept an author's belief rlies an essay.	

GOALS AND CONTENT	ACTIVITIES AND	
9. The student writes a paper explaining in what ways a particular selection changed his view on the subject.		
G. The student expands his reading of authors and issues examined in class by selecting one non-fictional book from the supplementary texts for reading and reviewing.	MALCOLM X SPEAKS	
III. POETRY		
A. The student examines poetic form.	FS 771-722	BLACK POEMS,
B. He examines themes in modern poetry.	FS	AMERICA: POET
1. He understands the pride in their identity which individuals learn to feel and recognizes "identity" as a theme in poetry.	IN PERSON	"Young Soul,"
	IN QUESTION	"The Young Gi "The Struggle
2. He deals with interpersonal relationships and learning to know others as themes in contemporary poetry.	IN PERSON	"The Real Math "It's Raining "Friend," p. "Stronger Les "The Passing," "I Thought of
	IN QUESTION	"A Woman's Co "For Every Tat "About America "Customs and C
3. He identifies a search for self as a theme.	IN QUESTION	"Robert Whitm "Karma Repair "Lying in a H Farm in Pin

TENT	ACTIVITIES AND MATERIALS	
t writes a paper explain- t ways a particular selec- ged his view on the subject.		
xpands his reading of authors mined in class by selecting nal book from the supple- for reading and reviewing.	MALCOLM X SPEAKS	
xamines poetic form.	FS 771-722	BLACK POEMS, BLACK IMAGES
hemes in modern poetry.	FS	AMERICA: POETRY OF A NATION
tands the pride in their hich individuals learn to recognizes "identity" as a oetry.	IN PERSON	"Young Soul," p. 6
	IN QUESTION	"The Young Girl's Song," p. 92 "The Struggle Staggers Us," p. 146
with interpersonal relation- learning to know others as contemporary poetry.	IN PERSON	"The Real Math," p. 17 "It's Raining Love," p. 38 "Friend," p. 44 "Stronger Lessons," p. 46 "The Passing," p. 48 "I Thought of You Today," p. 67
	IN QUESTION	"A Woman's Complaint," p. 128 "For Every Tatter," p. 168 "About American Indians," p. 170 "Customs and Culture," p. 230
fies a search for self .	IN QUESTION	"Robert Whitmore," p. 59 "Karma Repair Kit: Items 1-4," p. 209 "Lying in a Hammock at William Duffy's Farm in Pine Island, Minnesota," p. 231

GOALS AND CONTENT	ACTIVITIES AN	
4. He analyzes dealing with life's joys, sorrows, and fears as themes in poetry.	IN PERSON	"Oye Mundo/So
		"One Morning,
		"This Is Just
		"First Song,"
		"Celebration,
		"I Shall Go a Stones and
		"The Legendar
		"The Whipping
		"Hunger," p.
		"If There Be
		"Song," p. 16
		"Urban Dream,
		"Life for My Good," p. 1
		"The Man Who
		"Checklist of
5. He reads poems in which wishes hopes and dreams are theme ideas.	IN PERSON	"Dreams," p.
		"I Got a Tail
		"who knows if
		"Faces," p. 2
IV. Drama-the student reads exerpts from contemporary plays.	SL 873-807	COPING WITH L
	SL 873-808	COPING WITH L
	IN PERSON	"Scene from 4
		"From Act I,
	IN QUESTION	"Scene from S
		"From MERMAID
		"What Time Is

CONTENT		ACTIVITIES AND MATERIALS
yses dealing with life's joys, , and fears as themes in poetry.	IN PERSON	"Oye Mundo/Sometimes," p. 108 "One Morning," p. 113 "This Is Just To Say," p. 117 "First Song," p. 122 "Celebration," p. 135 "I Shall Go and Touch My Fingers to Stones and a Tree," p. 134 "The Legendary Storm," p. 146 "The Whipping," p. 155 "Hunger," p. 165 "If There Be Sorrow," p. 166 "Song," p. 168 "Urban Dream," p. 183 "Life for My Child Is Simple and Is Good," p. 185 "The Man Who Attracts Bullets," p. 187 "Checklist of Fears," p. 188
s poems in which wishes nd dreams are theme ideas.	IN PERSON	"Dreams," p. 197 "I Got a Tailor-Made Coat," p. 206 "who knows if the moon's," p. 221 "Faces," p. 222
nt reads exerpts from con- .	SL 873-807 SL 873-808	COPING WITH LIFE I COPING WITH LIFE II
	IN PERSON	"Scene from 417," p. 199 "From Act I, A TOUCH OF POET," p. 100
	IN QUESTION	"Scene from STREAK O' LEAN," p. 47 "From MERMAID AVENUE IS THE WORLD," p. 131 "What Time Is It?," p. 191

GOALS AND CONTENT	ACTIVITIES AND
V. Writing and Speaking-The student writes and/or delivers orally critical evaluations of selected readings from non-fiction.	ACTIVITIES: The following ar activities recommended in the IN PERSON essay, p. 16 column, p. 19 written conversation, p. 36 dramatic situation, p. 37 short story, p. 55 dialogue, p. 61 IN QUESTION letter, p. 34 dialogue, p. 74 creative writing, p. 101 letters, p. 139 short story, p. 159 NOTE: The writing ac books, IN QUES include sugges other oral act NATIVE VOICES, TEACHER'S GUID WRITING ABOUT ONESELF, A particular i joy, etc. Support or ref is skin deep

NTENT

ng-The student writes
lly critical evalu-
readings from non-

ACTIVITIES AND MATERIALS

ACTIVITIES: The following are suggested written activities recommended in the course's basic texts:

IN PERSON
essay, p. 16
column, p. 19
written conversation, p. 36
dramatic situation, p. 37
short story, p. 55
dialogue, p. 61
greeting card, p. 105
creative writing, p. 121
creative writing, p. 135
dialogue, p. 161
creative writing, p. 169
short stories, pp. 179,189,223

IN QUESTION
letter, p. 34
dialogue, p. 74
creative writing, p. 101
letters, p. 139
short story, p. 159
diary, p. 171
short story, p. 185
story/play, p. 197
play, 238

NOTE: The writing activities in the above two books, IN QUESTION and IN PERSON, also include suggestions for discussion and other oral activities.

NATIVE VOICES, TEACHER'S GUIDE

WRITING ABOUT ONESELF, pp. 6-8

A particular incident that caused sorrow, joy, etc.

Support or refute maxims such as "Beauty is skin deep."

GOALS AND CONTENT	ACTIVITIES AN
	Focus on topi new neighbo Self-analysis shy, frank, Philosophy-of WRITING ABOUT OTHER P Revealing a p through her and actions WRITING ABOUT ONE'S E Ethnic feasts Ethnic cultur Favorite fami dead relati WRITING ABOUT HUMAN R An incident t about a (fr An incident f was found t An incident t about yours

CONTENT	ACTIVITIES AND MATERIALS
	Focus on topic such as "moving to a new neighborhood" Self-analysis of one's character traits: shy, frank, etc. Philosophy-of-life essay WRITING ABOUT OTHER PEOPLE, pp. 8-9 Revealing a person's dominant impression through her/his appearance, speech, and actions WRITING ABOUT ONE'S BACKGROUND, pp. 9-10 Ethnic feasts and religious services Ethnic cultural language differences Favorite family story about a living or dead relative WRITING ABOUT HUMAN RELATIONSHIPS, pp. 10-11 An incident that changed your feelings about a (friend) An incident in which a "lost" person was found through the effort of others. An incident that made you feel differently about yourself with others

MODERN WRITERS

GOALS AND CONTENT	ACTIVITIES AN
	WRITING ABOUT OUR ECO Essay that co reports of ment A study of wa or communit The future or WRITING ABOUT PREJUDI Reaction to A personal a A critique o An Essay argu your point WRITING THROUGH CARE Using detail aids such develop im my my SPEAKING EXERCISES, Panels Individual t Response to Class discus

D CONTENT	ACTIVITIES AND MATERIALS
	WRITING ABOUT OUR ECOLOGICAL CRISIS, pp. 12-13 Essay that covers newspaper and magazine reports of mistreatment of our environment A study of waste disposal -- home, school or community The future on this planet WRITING ABOUT PREJUDICE, pp. 13-14 Reaction to essay read A personal anecdote A critique of society An Essay arguing or persuading others to your point WRITING THROUGH CAREFUL OBSERVATION, pp. 14-15 Using details, careful diction, rhetorical aids such as simile and metaphor, develop impressions on topics such as: my favorite lake my backyard at home SPEAKING EXERCISES, SUGGESTIONS: Panels Individual talks Response to outside speaker Class discussion

COMIC SPIRIT 05540

COURSE DESCRIPTION

Comic Spirit explores the nature of humor, emphasizing satire and irony, which range from the lighthearted to the serious. Study leading humorists and some well-known comedians, caricaturists, and cartoonists. Create comic material of your own relating to the reading you enjoy. Comic Spirit is for you who are interested in what is humorous and why.

GOALS

The student reads humorous writing by well-known authors, mostly American, in the fields of fiction, nonfiction, drama, and poetry.

He examines supplementary material, such as graphics, and radio and TV programs, writes about the material he studies, and attempts evaluative and creative writing.

Materials

Title	Use
CUTLASS AND RAPIER. Scholastic Book Services, Inc.	Students
SATIRE: STUDENT LOG. Scholastic Book Services, Inc.	Students
SATIRE: TEACHING GUIDE. Scholastic Book Services, Inc.	Teacher
THE SATIRIC VOICE. Holt, Rinehart & Winston, Inc.	Students
THE SATIRIC VOICE, TEACHER'S GUIDE. Holt, Rinehart & Winston, Inc.	Teacher
THE COMIC SPIRIT. McDougal, Littell & Company.	Students
THE MOUSE THAT ROARED. Bantam Books, Inc.	Students
IT ALL STARTED WITH COLUMBUS. McGraw Hill Book Company.	Students
MAD SAMPLER, 1973. Warner Paperback Library.	Students
JOKES AND CARTOONS KIT #6699 (28 titles). Scholastic Book Services, Inc.	Class Set

BASEBALL LAUGHS
CAPTAIN ECOLOGY, POLLUTION FIGHTER
CARTOONS-OF-THE-MONTH
CHANNEL CHUCKLES
CHICKEN-FRIED FUDGE AND OTHER CARTOON DELIGHTS
CLASSROOM CHUCKLES
THE DICTIONARY OF BLOOPERS AND BONERS
EMMY LOU
FOR LAUGHING OUT LOUD
GRIN AND BEAR IT

Materials

Title	Use
JOKES AND CARTOON KIT, continued, Scholastic Book Services, Inc.	Students

HAIR TODAY--AND GONE TOMORROW
JEST IN PUN
JOKES AND MORE JOKES
LAUGH YOUR HEAD OFF
LAUGHS UNLIMITED
MARMADUKE
MARMADUKE RIDES AGAIN
MORE CLASSROOM CHUCKLES
MORE MARMADUKE
101 ELEPHANT JOKES
PUNABRIDGED DICTIONARY
REBEL RIDES AGAIN
SCHOOL IS...BY THE PEOPLE IN ROOM 222
SILLY SIGNS
TRUE CLASSROOM FLUBS AND FLUFFS
YOUR OWN JOKE BOOK
YOUV'E GOTTA BE JOKING

NOTES ON TEXTS USED IN COMIC SPIRIT

The teacher might begin the course with SATIRE-STUDENT LOG. At the same time CUTLASS AND RAPIER should be used, although it is primarily designed as a more involved development of the STUDENT LOG. A very explicit teacher's manual, TEACHING GUIDE FOR SATIRE, is provided to cover both books.

CUTLASS AND RAPIER is an inclusive and challenging collection of various types of satire.

THE SATIRIC VOICE contains additional material on satire. The teacher's guide accompanying this book provides answers to questions posed in the text plus suggestions for compositions.

THE MOUSE THAT ROARED is a short novel of a satiric nature. Supplementary material on this novel is included in the TEACHING GUIDE FOR SATIRE.

THE COMIC SPIRIT contains writings that display a variety of types of humor, ranging from "Tomfoolery" to "Dark Comedy" and concluding with "Essays on the Comic Spirit."

IT ALL STARTED WITH COLUMBUS, spoofs incidents from American History.

THE MAD SAMPLER is a composite of selections from a magazine familiar to students.

JOKES AND CARTOONS KIT includes twenty-eight small books intended primarily for recreational reading.

GOALS AND CONTENT

I. Reading and Study

A. The student reads humorous writings by well-known authors.

B. He becomes aware that an optimistic and humorous attitude toward life sometimes makes privation and suffering bearable and examines the idea that humor carries the thread of truth as man pokes fun at human foibles and laughs at himself.

C. He differentiates between farcical and fantastic elements as they appear in literature. He becomes well acquainted with the concepts of sarcasm, satire, irony, exaggeration, nonsense, understatement, allegory, absurdity, insult, pun, mockery, and dark comedy.

ACTIVITIES AND

Farce:	THE MOUSE THAT
Fantasy:	"The Secret Li THE COMIC SPIR
Sarcasm:	"War Is Kind," "Status Symbol "The Devil's D p. 166
Satire:	"The Latest De p. 82 "Thomas Gradg "Miss Kinderga RAPIER, p.
Irony:	"War Is Kind," "APO 96225," C "I Can't Think CUTLASS & R
Exaggeration:	"The Ransom o SPIRIT, p.

CONTENT

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reads humorous writings by
authors.

aware that an optimistic and
ttitude toward life sometimes
tion and suffering bearable
es the idea that humor carries
of truth as man pokes fun at
ies and laughs at himself.

ntiates between farcical and
elements as they appear in
. He becomes well acquainted
oncepts of sarcasm, satire,
ggeration, nonsense, under-
allegory, absurdity, insult,
ry, and dark comedy.

ACTIVITIES AND MATERIALS

Farce:	THE MOUSE THAT ROARED
Fantasy:	"The Secret Life of Walter Mitty," p. 105 THE COMIC SPIRIT
Sarcasm:	"War Is Kind," CUTLASS & RAPIER, p. 107 "Status Symbol" CUTLASS & RAPIER, p. 61 "The Devil's Dictionary," THE COMIC SPIRIT, p. 166
Satire:	"The Latest Decalogue," CUTLASS & RAPIER, p. 82 "Thomas Gradgrind," CUTLASS & RAPIER, p. 66 "Miss Kindergarten America," CUTLASS & RAPIER, p. 84
Irony:	"War Is Kind," CUTLASS & RAPIER, p. 107 "APO 96225," CUTLASS & RAPIER, p. 121 "I Can't Think What He Sees in Her," CUTLASS & RAPIER, p. 128
Exaggeration:	"The Ransom of Red Chief," THE COMIC SPIRIT, p. 93

GOALS AND CONTENT

D. He examines cartoons, caricatures, films, and radio presentations to supplement his readings in literature.

E. He is encouraged to watch and evaluate TV programs on the basis of concepts about comedy which he has gained from the course.

ACTIVITIES AND

Nonsense:	"Jabberwocky,"
Allegory:	"The Dog and t p. 34 THE M
	Suggested for FARM (Book is but it may be
Absuridity:	Limericks, THE
Insult:	Russell Baker,
Pun:	IT ALL STARTED
Mockery:	Film 371-130:
Dark Comedy:	Dorothy Parker Barthelme, T
F 160-109	MUNRO
F 272-137	THE DEHUMANIZI
F 373-100	THE CROCODILE
F 371-130	BILL COSBY ON
F 271-133	THE CATERPILLA
F	FLOWER POPS
FPL	THE GOLDEN AGE

CONTENT

cartoons, caricatures,
radio presentations to
his readings in liter-

raged to watch and evaluate
on the basis of concepts
y which he has gained from

ACTIVITIES AND MATERIALS

Nonsense:	"Jabberwocky," THE COMIC SPIRIT, p. 27
Allegory:	"The Dog and the Wolf," CUTLASS & RAPIER, p. 34 THE MOUSE THAT ROARED Suggested for further reading: ANIMAL FARM (Book is not supplied for this course, but it may be used.)
Absuridity:	Limericks, THE COMIC SPIRIT, p. 10
Insult:	Russell Baker, THE COMIC SPIRIT, p. 204
Pun:	IT ALL STARTED WITH COLUMBUS
Mockery:	Film 371-130: BILL COSBY ON PREJUDICE
Dark Comedy:	Dorothy Parker, Oscar Wilde, Donald Barthelme, THE COMIC SPIRIT, pp. 164-169

F 160-109	MUNRO
F 272-137	THE DEHUMANIZING CITY AND HYMIE SCHULZ
F 373-100	THE CROCODILE
F 371-130	BILL COSBY ON PREJUDICE
F 271-133	THE CATERPILLAR
F	FLOWER POPS
FPL	THE GOLDEN AGE OF COMEDY

GOALS AND CONTENT

II. Writing and Speaking

A. He writes about the materials he reads and attempts creative writing based on these forms of humor.

B. He participates in discussion and makes oral presentations.

III. He develops his appreciation of literature as a pleasurable part of life.

ACTIVITIES AND

Cassettes: available from Lib
school's librarian

AC 1844	THE GAG WRITER
AC 1767	FOCUS ON FRED
AC 1851	KEEPING THEM L
AC 5854	THE NATURE OF
AC 12256	THE NATURE OF
AC 1815	REMINISCENCES Spotlight)
AC 5150	THE STING OF B Voices)
AC 429	THE WIT OF FRE

Radio Comedy

CHARLIE MCCART
THE GREAT GILD
THE BURNS AND
THE JACK BENNY
RED SKELTON
AMOS 'N ANDY/L
MIRACLE ON 34t

Suggestions for writing assig
STUDENT LOG, and THE SATIRIC

NTENT

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ut the materials he reads and
tive writing based on these
r.

es in discussion and makes
tions.

ppreciation of literature as
t of life.

ACTIVITIES AND MATERIALS

Cassettes: available from Library Services Center (Ask school's librarian)

AC 1844	THE GAG WRITER (Studies in Humor)
AC 1767	FOCUS ON FRED ALLEN (American Humorists)
AC 1851	KEEPING THEM LAUGHING (American Humorists)
AC 5854	THE NATURE OF COMEDY (American Humorists)
AC 12256	THE NATURE OF SATIRE (Studies In Humor)
AC 1815	REMINISCENCES OF VAUDEVILLE (Show Business Spotlight)
AC 5150	THE STING OF BLACK HUMOR (Modern Literary Voices)
AC 429	THE WIT OF FRED ALLEN

Radio Comedy

CHARLIE MCCARTHY SHOW/FIBBER MCGEE & MOLLY
THE GREAT GILDERSLEEVE/OUR MISS BROOKS
THE BURNS AND ALLEN SHOW/MY FRIEND IRMA
THE JACK BENNY PROGRAM/LIFE OF RILEY
RED SKELTON
AMOS 'N ANDY/LUM AND ABNER
MIRACLE ON 34th STREET (Christmas Program)

Suggestions for writing assignments are made in SATIRE-STUDENT LOG, and THE SATIRIC VOICE.

SPECIAL RECOMMENDATIONS FOR CLASS STUDY

THE COMIC SPIRIT:

"The Secret Life of Walter Mitty," p. 105
"The Ransom of Red Chief," p. 93
Russell Baker on Insult, p. 204
Dorothy Parker, p. 164; Oscar Wilde, p. 165; Donald Barthelme, p. 169

CUTLASS & RAPIER:

"Griffy; the Cooper," p. 8
"The Pig," p. 9
"The Still Alarm," p. 27
"The Idiot," p. 26
"The Grown-up Problem," p. 22

"The Latest Decalogue," p. 82
"Thomas Gradgrind," p. 66
"Miss Kindergarten America," p. 84
"Peanuts Cartoon, P. 11

Hypocrisy as the butt of humor:	"Forenoon of an Honest Financial Racketeer," p. 91
Injustice as the butt of humor:	"Ballad of the Landlord," p. 99
Audacity:	"The Selling of Tono-Bungay," p. 86 (Humor lies in the audacity of the lies told to the public and in the outrage prepetrated.)
Tongue-in-cheek:	"The Selling of Tono-Bungay," p. 86
Irony:	"War is Kind," p. 107 "APO 96225," p. 121 "I Can't Think What He Sees in Her," p. 128
Ignorance in our leaders:	"The Leader," p. 56

SPECIAL RECOMMENDATIONS FOR CLASS STUDY: CONT'D.

CUTLASS & RAPIER:

Man's foolish fascination with TV:	"Illustration," p. 49
Organized society as the butt of humor:	"Sacre do Printemps," p. 45
Mechanization of society as the butt of humor:	"All Watched Over by Mechines of Loving Grace," p. 44
Man's blindness:	"The Owl Who Was God," p. 54 "The War Prayer," p. 108
Graphics which satirize:	62, 72, 73, 79, 80, 90, and others

THE SATIRIC VOICE:

"The Disposable Man," p. 5
"An Open Letter to the Mayor of New York," p. 18
"Letter from a West Texas Constituant," p. 26
"The Vertical Negro Plan," p. 38
"Mars Is Ours!" p. 62
"Who's Passing for Who?" p. 65
"There Will Come Soft Rains," p. 76

Parodies:
"You Are Old, Father William," Robert Southey, p. 44

"You Are Old, Father William," Lewis Carroll, p. 45
"The Passionate Shepard to His Love," p. 46
"Love Under the Republicans," p. 48
"The American Man: What of Him?" p. 52

SUGGESTIONS FOR OUTSIDE READING FOR STUDENTS

Author	Title	Publisher
Armour, Richard.	IT ALL STARTED WITH HIPPOCRATES.	McGraw-Hill Book Co., 1966.
	IT ALL STARTED WITH MARX.	McGraw-Hill Book Co., 1958.
	THE CLASSICS RECLASSIFIED.	McGraw-Hill Book Co., 1960.
Benchley, Robert.	THE BENCHLEY ROUNDUP.	Harper and Row Publishers, Inc.
	LOST AND FOUND.	Dover Publications, Inc., 1970.
Buchwald, Art.	HAVE I EVER LIED TO YOU?	Crest, Fawcett, World, 1973.
	THE ESTABLISHMENT IS ALIVE AND WELL IN WASHINGTON.	Crest, Fawcett, World, 1973.
Clemens, Samuel T.	A CONNECTICUT YANKEE IN KING ARTHUR'S COURT.	Dodd, 1960.
Hyman, Mac.	NO TIME FOR SERGEANTS.	Random House, 1954.
Kerr, Jean.	PLEASE DON'T EAT THE DAISIES.	Crest Books, Fawcett World Library, 1971. (drama)
	THE SNAKE HAS ALL THE LINES.	Crest Books, Fawcett World Library, 1971. (drama)
Kipling, Rudyard.	STALKY AND COMPANY.	Macmillan Publishing Co., 1962.
Leacock, Stephen.	LAUGH WITH LEACOCK; A COLLECTION OF THE BEST WRITINGS OF S. LEACOCK.	Apollo Editions, Inc., 1973.
McKenney, Ruth.	MY SISTER EILEEN.	Harcourt Brace Jovanovich, Inc., 1968
Mersand, Joseph E., ed.	THREE COMEDIES OF AMERICAN FAMILY LIFE by Hart, Moss & Kaufmann, George S.	Washington Square Press
Smith, H. Allen.	THE BEST OF H. ALLEN SMITH.	Pocket Books, Inc., 1973.
	DESERT ISLAND DECAMERON.	Popular Library, Inc., 1973

SUGGESTIONS FOR OUTSIDE READING FOR STUDENTS: CONT'D.

Author	Title	Publisher
Thurber, James	THURBER CARNIVAL.	Harper and Row Publishers, Inc., 1945
	THURBER'S DOG	Simon and Schuster, 1969.
White, E. B.	THE SECOND TREE FROM THE CORNER	Harper and Row Publishers, Inc., 1954.
White & White (Katherine), eds.	SURTREASURY OF AMERICAN HUMOR.	Putnam's Sons, 1962.
Wodehouse, P. G.	JEEVES.	Beagle Books, 1972.
	LAUGHING GAS.	Beagle Books, 1972.
	MOST OF P. G. WODEHOUSE.	Simon and Schuster, Inc., 1969.
	PSMITH IN THE CITY.	Penguin Books, Inc., 1971.
	PSMITH JOURNALIST.	Penguin Books, Inc., 1971.
	SOMETHING NEW	Beagle Books, 1972
	THANK YOU, JEEVES.	British Book Center, 1956.
	THE WORLD OF JEEVES, Vol. 1 and 2	Manor Books, Inc., 1973.

AFRO-AMERICAN LITERATURE 05550

COURSE DESCRIPTION

In your study of Afro-American literature you will emphasize the relationship of Black writers and their works to social and historical movements and reflect upon the Black experience. If you enjoyed Black Writers, are of advanced standing, and are seeking an intensive experience with literature, you will find this course interesting and challenging. For the college capable.

GOALS

The student gains a sense of the historical tradition and aesthetic worth of literature written by Black Americans.

The student considers the range of critical attitudes toward these works.

The student compares and contrasts the wide spectrum of views presented in Black literature.

The student reevaluates American literary history in the light of the quality and thought of Black American literature.

The student becomes familiar with Black literature emerging from Africa and the Caribbean as well as from the United States and develops a sense of the psychological unity developing in peoples of African descent throughout the world.

The student discovers themes in Black literature common to the interests of Black people.

The student develops skills in critical reading and analysis of various genre.

The student gains a sense of the literary style and techniques of major Black writers.

Materials

Code	Title	Use
VBE	VOICES FROM THE BLACK EXPERIENCE: AFRICAN AND AFRO-AMERICAN LITERATURE. Ginn and Co.	Students
	VOICES FROM THE BLACK EXPERIENCE: AFRICAN AND AFRO-AMERICAN LITERATURE: TEACHER'S GUIDE. Ginn and Co.	Teacher
TBN	THE BLACK NOVELIST. Charles E. Merrill Publishing Co.	Students, Teacher
MBP	MODERN BLACK POETS: A COLLECTION OF CRITICAL ESSAYS. Prentice-Hall, Inc.	Students, Teacher
BAL	BLACKAMERICAN LITERATURE: 1760 TO THE PRESENT. Glencoe Press.	Students, Teacher
	MANCHILD IN THE PROMISED LAND. American Book Company.	Students
	MANCHILD IN THE PROMISED LAND/BROWN, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
	GO TELL IT ON THE MOUNTAIN. American Book Company.	Students
	GO TELL IT ON THE MOUNTAIN/BALDWIN, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
	TO BE YOUNG, GIFTED, AND BLACK. American Book Company	Students
	TO BE YOUNG, GIFTED, AND BLACK/HANSBERRY, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
	INVISIBLE MAN. American Book Company.	Students
	INVISIBLE MAN/ELLISON, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher
	I KNOW WHY THE CAGED BIRD SINGS. American Book Company.	Students
	I KNOW WHY THE CAGED BIRD SINGS/ANGELOU, TEACHER-STUDENT PACKAGE. American Book Co.	Teacher
	TO BE A SLAVE . American Book Company.	Students
	TO BE A SLAVE/LESTER, TEACHER-STUDENT PACKAGE. American Book Company.	Teacher

Materials

Title	Use
WHY WE CAN'T WAIT. American Book Company.	Students
WHY WE CAN'T WAIT KING, TEACHER-STUDENT PACKAGE. American Book Company	Teacher
GEMINI: AN EXTENDED AUTOBIOGRAPHICAL STATEMENT ON MY FIRST TWENTY-FIVE YEARS OF BEING A BLACK POET. Viking Press.	Students, Teacher
SOLEDAD BROTHER: THE PRISON LETTERS OF GEORGE JACKSON. Bantam Books, Inc.	Students, Teacher
THE END OF WHITE WORLD SUPREMACY: FOUR SPEECHES OF MALCOLM X. L. C. Bryant, Inc.	Students, Teacher

AFRO-AMERICAN LITERATURE

GOALS AND CONTENT	ACTIVITIES AN	
I. The student familiarizes himself with the development and continuity of Black literature from the early slave narrative to current works.	AFS	AFRO-AMERICAN OVERVIEW
A. The student realizes that the literary history of the Black American is inseparable from the history of the United States.	BAL	"Time Lines," 261, 477
1. The student understands that Black literature developed from the personal experiences of Black Americans and their reactions to those experiences.	VBE	"Sympathy," p "Preface to a p. 187
	BAL	"George Moses "from NARRATI DOUGLASS," "Dialogue Ent Dutiful Ser
2. The student comprehends historic events that affected the writings of Black authors.	VBE	"Our Wretched Ignorance,"
	BAL	"from WALKER' pp. 69-80 "The Meaning p. 81
B. The student understands the style and form of early Black literature in the U. S.		

CONTENT		ACTIVITIES AND MATERIALS
niliarizes himself with the d continuity of Black n the early slave narrative ks.	AFS	AFRO-AMERICAN LITERATURE I-II: AN OVERVIEW
realizes that the literary the Black American is from the history of the es.	BAL	"Time Lines," pp. 1, 43, 105, 108,177, 261, 477
dent understands that Black ture developed from the per- xperiences of Black Americans ir reactions to those ex- es.	VBE	"Sympathy," p. 165 "Preface to a Twenty Volume Suicide Note," p. 187
	BAL	"George Moses Horton," pp. 101-103 "from NARRATIVE IN THE LIFE OF FREDRICK DOUGLASS," p. 45 "Dialogue Entitled the Kind Master and the Dutiful Servant," p. 708
udent comprehends historic that affected the writings of authors.	VBE	"Our Wretchedness in Consequence of Ignorance," p. 155
	BAL	"from WALKER'S APPEAL, in Four Articles," pp. 69-80 "The Meaning of the Fourth for the Negro," p. 81
understands the style and ly Black literature in the		

GOALS AND CONTENT		ACTIVITIES AN
1. The student investigates the oral literary tradition of the African slave.	VBE	"Folksong," p "Folktale," p
	TO BE A SLAVE	
	SFS 270-104	BLACK EXPERIE
2. He reads and studies the early slave narrative, folk tale, sermon, and spiritual.	BAL	"from THE INT LIFE OF OLA VASSA, THE
		The Slave Nar
		Spirituals, p
		Folk Sermon,
		"from CLOTEL A NARRATIVE STATES," p.
	F 173-120	LEGEND OF JOH
	VBE	Spirituals, p Folktales, pp. Folksong, "Jo
	F 365-124	SLAVERY
II. The student sees the relationship and relevance of Black literature to other American literary works.		

ND CONTENT		ACTIVITIES AND MATERIALS
student investigates the oral rary tradition of the African e.	VBE	"Folksong," p. 28 "Folktale," p. 29
	TO BE A SLAVE	
	SFS 270-104	BLACK EXPERIENCE: NEGRO FOLKLORE
eads and studies the early slave ative, folk tale, sermon, and itual.	BAL	"from THE INTERESTING NARRATIVE OF THE LIFE OF OLANDAH EQUIANO, OR GUSTAVUS VASSA, THE AFRICAN," p. 12
		The Slave Narrative, pp. 45-68
		Spirituals, pp. 111-115
		Folk Sermon, pp. 115-135
		"from CLOTEL OR THE PRESIDENT'S DAUGHTER, A NARRATIVE OF SLAVE LIFE IN THE UNITED STATES," p. 94
	F 173-120	LEGEND OF JOHN HENRY
	VBE	Spirituals, pp. 26-27 Folktales, pp. 31-36, pp. 43-44 Folksong, "John Henry," p. 42
	F 365-124	SLAVERY
sees the relationship and Black literature to other erary works.		

GOALS AND CONTENT		ACTIVITIES AN
A. The student realizes that the development of Black literary tradition corresponds to the social, political, and economic history of the United States.		
1. The student becomes aware of emergence of Black writers during the Harlem Renaissance.	BAL	THE NEW NEGRO "from GOD'S T Claude McKay, Countee Culle Fenton Johnso Frank Marshal
	F 272-162	POETRY BY AME Sterling A. B Jean Toomer, Langston Hugh "Soul Gone from "Monta p. 383 Arna Bontemps
	TBN	"The Negro Re the Harlem
	MBP	"The New Negr p. 18
	SFS 769-467	THE HARLEM RE
	769-468	THE HARLEM RE PART II

CONTENT

t realizes that the development
iterary tradition corresponds
ial, political, and economic
the United States.

udent becomes aware of
nce of Black writers
the Harlem Renaissance.

ACTIVITIES AND MATERIALS

BAL	THE NEW NEGRO, p. 180 "from GOD'S TROMBONES," p. 200 Claude McKay, p. 205 Countee Cullen, p. 208 Fenton Johnson, p. 212 Frank Marshall Davis, p. 215
F 272-162	POETRY BY AMERICANS: JAMES WELDON JOHNSON Sterling A. Brown, p. 218 Jean Toomer, p. 235 Langston Hughes, p. 255 "Soul Gone Home," p. 256 from "Montage of a Dream Deferred," p. 383 Arna Bontemps, p. 387
TBN	"The Negro Renaissance: Jean Toomer and the Harlem Writers of the 1920's," p.150
MBP	"The New Negro Poet in the Twenties," p. 18
SFS 769-467	THE HARLEM RENAISSANCE AND BEYOND, PART I
769-468	THE HARLEM RENAISSANCE AND BEYOND, PART II

GOALS AND CONTENT		ACTIVITIES AND
2. The student becomes aware of the concerns of Black writers in the '30's and '40's.	MBP	"The Black Ae Forties, and
	BAL	"Down By the Melvin B. Tol "In the Mecca, Robert Hayden,
3. The student becomes aware of the break with literary tradition which has characterized the writers of the New Black Renaissance in the '60's and '70's.	BAL	"Day of Absenc Bob Kaufman, LeRoi Jones,
	MBP	"Baraka as Po
	BAV	Julia Fields, Nikki Giovanni
	TBN	"The Developme Artist," p.
B. The student realizes that techniques, theme, and form in Black literature correspond to the literary and intellectual trends in other American literature.	BAL	Phyllis Wheatl Countee Cullen Claude McKay, from PINKTOES,
	SFS 771-722	BLACK POEMS,
III. The student recognizes the wide spectrum of views presented in Black literature. He compares and contrasts selected points of view.	SFS	AFRO-AMERICANS
	BAL	"from BLACK NO

CONTENT		ACTIVITIES AND MATERIALS
udent becomes aware of the ns of Black writers in the and '40's.	MBP	"The Black Aesthetic in the Thirties, Forties, and Fifties," p. 34
	BAL	"Down By the Riverside," p. 263 Melvin B. Tolson, p. 399 "In the Mecca," p. 413 Robert Hayden, p. 389
dent becomes aware of the break iterary tradition which has erized the writers of the New enaissance in the '60's and	BAL	"Day of Absence," p. 491 Bob Kaufman, p. 516 LeRoi Jones, p. 522
	MBP	"Baraka as Poet," p. 127
	BAV	Julia Fields, p. 530 Nikki Giovanni, p. 532
	TBN	"The Development of the Black Revolutionary Artist," p. 134
realizes that techniques, form in Black literature to the literary and intel- nds in other American	BAL	Phyllis Wheatley, pp. 9-12 Countee Cullen, pp. 208-212 Claude McKay, pp. 205-208 from PINKTOES, by Chester Himes, P. 448
	SFS 771-722	BLACK POEMS, BLACK IMAGES
cognizes the wide spectrum of d in Black literature. He ontrasts selected points of	SFS	AFRO-AMERICANS SPEAK FOR THEMSELVES
	BAL	"from BLACK NO MORE," p. 243

GOALS AND CONTENT	ACTIVITIES AN	
	SOLEDAD BROTHER: THE PRISON	
A. The student understands that Black writers have used their works to further social and political change.	VBE	"Of Mr. Booke and Others,
	BAL	"from UP FROM "from THE SOU "Letter from
	WHY WE CAN'T WAIT	
	THE END OF WHITE WORLD SUPRE MALCOLM X	
1. He indentifies and discusses those writers who saw the Black man as achieving total equality and integration into American Society.	VBE	"Booker T. an "My Dungeon S "Dignity of M
	BAL	THE NEW NEGRO
	VBE	"I Have a Dre
	SFS 770-489	SEARCH FOR TH LUTHER KING
	SFS	CIVIL DISOBED
2. He identifies and discusses those writers who expounded views of Black nationalism and Black power.	BAL	"The White Ra
	VBE	"Lazarus, Com "The Black Re
	SFS	SEARCH FOR TH
	F 269-105	BLACK POWER:

CONTENT	ACTIVITIES AND MATERIALS	
	SOLEDAD BROTHER: THE PRISON LETTERS OF GEORGE JACKSON	
t understands that Black ve used their works to cial and political change.	VBE	"Of Mr. Booker T. Washington and and Others," p. 192
	BAL	"from UP FROM SLAVERY," p. 136
		"from THE SOULS OF BLACK FOLK," p.
		"Letter from Birmingham City Jail," p. 456
	WHY WE CAN'T WAIT	
	THE END OF WHITE WORLD SUPREMACY: FOUR SPEECHES OF MALCOLM X	
entifies and discusses those s who saw the Black man as ing total equality and in- ion into American Society.	VBE	"Booker T. and W. E. B.," p. 200
		"My Dungeon Shook," p. 203
		"Dignity of Man," p. 220
	BAL	THE NEW NEGRO, p. 179
	VBE	"I Have a Dream," p. 217
	SFS 770-489	SEARCH FOR THE BLACK IDENTITY: MARTIN LUTHER KING I, II
	SFS	CIVIL DISOBEDIENCE
ntifies and discusses those s who expounded views of nationalism and Black power.	BAL	"The White Race and Its Heroes," p. 477
	VBE	"Lazarus, Come Forth," p. 146
		"The Black Revolution," p. 250
	SFS	SEARCH FOR THE BLACK IDENTITY, MALCOLM X
	F 269-105	BLACK POWER: THE SPOKESMAN

GOALS AND CONTENT		ACTIVITIES AN
3. He identifies and discusses those writers who see the Black man's survival as separate from White society and dependent upon unity of Blacks throughout the world.	BAL VBE	"The Future A "The Black Ps
4. He identifies and discusses those writers who feel that the purpose of literature is not to bring about social or political change nor to discuss racial issues but to present universal themes.	SFS 769-468	HARLEM RENAIS
B. The student compares the various viewpoints and attitudes of writers of Black literature.		
1. He considers Black literature not only as an account or commentary on Black life within a White society but also a protest against that life.	VBE	"The Ethics o "The Black Ps
2. The student becomes aware of the purpose of more recent writers--to awaken pride in Black culture and history.	VBE	"Poem (for dc p. 247 "If We Must D
	SFS 769-514	BLACK IS BEAU
C. The student learns to listen to, grasp, and appreciate the ideas of those with whom he may not agree.		

CONTENT	ACTIVITIES AND MATERIALS	
ntifies and discusses those s who see the Black man's al as separate from White y and dependent upon unity cks throughout the world.	BAL VBE	"The Future As I See It," p. 191 "The Black Psyche," pp. 5-10
ntifies and discusses those s who feel that the purpose erature is not to bring about or political change nor to s racial issues but to pre- niversal themes.	SFS 769-468	HARLEM RENAISSANCE AND BEYOND, PART 2
t compares the various view- attitudes of writers of rature.		
siders Black literature not s an account or commentary ck life within a White y but also a protest against ife.	VBE	"The Ethics of Living Jim Crow," p. 171 "The Black Psyche," pp. 5-10
udent becomes aware of the e of more recent writers-- ken pride in Black culture story.	VBE	"Poem (for dcs 8th graders - 1966-67)," p. 247 "If We Must Die," p. 248
	SFS 769-514	BLACK IS BEAUTIFUL
t learns to listen to, grasp, iate the ideas of those with y not agree.		

GOALS AND CONTENT		ACTIVITIES AN
IV. The student discovers themes in Black literature common to the interests of Black people.		
A. He recognizes the theme of the quest for self definition and self determination.	BAL	"Vive Noir!"
B. He examines themes of alienation from Africa and rejection by Western Civilization.	VPE	"We Wear the "I, Too, Sing
C. He reads on the theme of Africa and her heritage.	VBE	"The Negro Sp
D. He examines the themes of childhood, love, marriage, life, and death.	VBE	"Nikki Rosa," "Loneliness," "Otto," "Eppi "Some Get Was "When Sue Wea "St. Louis Bl "The Wife of "Anticipation "Law of the G "Prayer to Ma "Thank-You, M "Go Down Deat

CONTENT	ACTIVITIES AND MATERIALS	
covers themes in Black on to the interests of		
es the theme of the quest finition and self deter-	BAL	"Vive Noir!" p. 435
themes of alienation from rejection by Western Civili-	VBE	"We Wear the Mask," p. 11 "I, Too, Sing America," p. 201
the theme of Africa and her	VBE	"The Negro Speaks of Rivers," p. 22
the themes of childhood, age, life, and death.	VBE	"Nikki Rosa," p. 189 "Loneliness," p. 104 "Otto," "Eppie," "Rudolph," pp. 60, 61 "Some Get Wasted," p. 69 "When Sue Wears Red," p. 105 "St. Louis Blues," p. 107 "The Wife of His Youth," p. 109 "Anticipation," p. 116 "Law of the Grazing Fields," p. 120 "Prayer to Masks," p. 202 "Thank-You, Mam," p. 36 "Go Down Death," p. 167

GOALS AND CONTENT	ACTIVITIES AN	
E. He reads expressions of personal moods.	VBE	"Kitchenette "Sympathy," "Dreams," p.
F. He reads on the realities of "the Black experience" and Black people's reactions to that experience.	VBE	"For A Lady "Incident," "Some Get Wa "Mother to So "Cross," p. "Haircuts and "Crowns and "The Boy Who
G. He reads on the theme of liberation of Black people.	VBE	"Remembering "Fredrick Dou "Lazarus Come "Sing Me a Ne "Warning," p.
H. He selects for personal reading several major works by Black authors. He analyzes these works, stressing themes and other major aspects of literature that interest him.	MANCHILD IN THE PROMISED LAN GO TELL IT ON THE MOUNTAIN TO BE YOUNG, GIFTED, AND BLA INVISIBLE MAN I KNOW WHY THE CAGED BIRD S WHY WE CAN'T WAIT	
V. The student gains a sense of the literary styles and techniques of major Black writers.	SFS 773-723	ODYSSEY OF R

CONTENT	ACTIVITIES AND MATERIALS	
pressions of personal moods.	VBE	"Kitchenette Building," p. 190 "Sympathy," p. 165 "Dreams," p. 187
the realities of "the Black and Black people's reactions erience.	VBE	"For A Lady I know," p. 170 "Incident," p. 170 "Some Get Wasted," p. 69 "Mother to Son," p. 59 "Cross," p. 59 "Haircuts and Paris," p. 207 "Crowns and Garlands," p. 153 "The Boy Who Painted Christ Black," p. 208
the theme of liberation of e.	VBE	"Remembering Nat Turner," p. 143 "Fredrick Douglass," p. 161, p. 145 "Lazarus Come Forth," p. 146 "Sing Me a New Song," p. 244 "Warning," p. 226
for personal reading several by Black authors. He ese works, stressing themes ajor aspects of literature st him.	MANCHILD IN THE PROMISED LAND GO TELL IT ON THE MOUNTAIN TO BE YOUNG, GIFTED, AND BLACK INVISIBLE MAN I KNOW WHY THE CAGED BIRD SINGS WHY WE CAN'T WAIT	
ns a sense of the literary niques of major Black writers.	SFS 773-723	ODYSSEY OF RICHARD WRIGHT

GOALS AND CONTENT		ACTIVITIES AND
A. He studies in depth several novels by Black Americans and discusses and writes about their employment of such elements as setting, plot, theme, tone, mood, and style.	BAL	"from INVISIBL "from CANE," p "from BEETLE C "from GO TELL "from A DIFFER "from BLACK NO
	ACTIVITY: These excerpts may in the selection of a complet list of supplementary books.	
	FPL	PAUL L. DUNBAR
B. The student analyzes poems by Black Americans and discusses form, rhythm, language, mood, and imagery.	BAL	Paul Lawrence Poetry of auth Mari Evans, p.
	VBE	Don L. Lee, p. Sonia Sanchez, Darwin Turner,
	SFS	SCHOLASTIC BLA POETRY I AND
	SFS	THE POETIC VOI I, II
C. The student considers the range of critical attitudes toward Black literature.		
1. The student reads critical essays on Black literature and the Black experience in literature.	ACTIVITY: These essays should novels and poetry read in pre Parts A and B	

CONTENT		ACTIVITIES AND MATERIALS
in depth several novels ericans and discusses and their employment of such setting, plot, theme, tone, yle.	BAL	"from INVISIBLE MAN," p. 321 "from CANE," p. 236 "from BEETLE CREEK," p. 310 "from GO TELL IT ON THE MOUNTAIN," p. 349 "from A DIFFERENT DRUMMER," p. 438 "from BLACK NO MORE," p. 244
		ACTIVITY: These excerpts may provide incentive or direction in the selection of a complete novel to be read from the list of supplementary books.
	FPL	PAUL L. DUNBAR: AMERICA'S FIRST BLACK POET
analyzes poems by Black nd discusses form, rhythm, ood, and imagery.	BAL	Paul Lawrence Dunbar, p. 172 Poetry of authors included, pp. 516-532 Mari Evans, p. 433
	VBE	Don L. Lee, p. 246 Sonia Sanchez, p. 247 Darwin Turner, p. 241
	SFS	SCHOLASTIC BLACK CULTURE PROGRAM: BLACK POETRY I AND II
	SFS	THE POETIC VOICE OF THE BLACK EXPERIENCE I, II
considers the range of itudes toward Black		
dent reads critical essays literature and the Black nce in literature.		ACTIVITY: These essays should be correlated with the novels and poetry read in preparation of Objective V, Parts A and B

GOALS AND CONTENT		ACTIVITIES AN
	TBN	"The Art of F Ellison)," "The Politics Invisible M "The Dark Hau p. 72 "How Bigger W "The Novels o "Everybody's
	MBP	"Religion in p. 57 "I Do Not Mar "A Poet's Ody "Robert Hayde
2. The student reads and analyzes and essays and articles by Black Americans. He concentrates on discussions of controlling idea, supporting details, theme, etc.	TBN	"The Literary "The Negro Wr Compensatio "The Negro Wr p. 191 "Notes on a N
3. The student compares the analyzes critiques presented in these essays to his own. Recognizing his own biases, he evaluates the points-of-view of the essayists.	MBP	"Paul Lawrenc Symbol," p.
4. He contrasts many views in Black literature through discussions and writing assignments.		

CONTENT		ACTIVITIES AND MATERIALS
	TBN	"The Art of Fiction: An Interview (Ralph Ellison)," p. 205 "The Politics of Ellison's Booker; Invisible Man as Symbolic History," p. 88 "The Dark Haunted Tower of Richard Wright," p. 72 "How Bigger Was Born," p. 166 "The Novels of James Baldwin," p. 111 "Everybody's Protest Novel," p. 218
	MBP	"Religion in the Poetry of Langston Hughes," p. 57 "I Do Not Marvel, Countee Cullen," p. 69 "A Poet's Odyssey; Melvin B. Tolson," p. 84 "Robert Hayden's Use of History," p. 96
dent reads and analyzes and nd articles by Black ns. He concentrates on ions of controlling idea, ing details, theme, etc.	TBN	"The Literary Ghetto," p. 227 "The Negro Writer--Pitfalls and Compensations," p. 197 "The Negro Writer--Shadow and Substance," p. 191 "Notes on a Native Son," p. 231
dent compares the analyzes es presented in these essays own. Recognizing his own he evaluates the points-of- the essayists. rasts many views in Black ure through discussions ting assignments.	MBP	"Paul Lawrence Dunbar; The Rejected Symbol," p. 33

GOALS AND CONTENT	ACTIVITIES AN	
VI. The student becomes familiar with Black literature emerging from Africa and the Caribbean as well as from the United States and senses the unity developing in peoples of African descent throughout the world.		
A. He evaluates Black authors' writings about the United States, particularly their reactions to the Black American experience.	VBE	"Africa," p. "To Africa," "Sierra Leone "The Jewels o "Totem," p. 2 "Piano and Dr "Homecoming," "The Renegade
B. He compares and contrasts the life of the Black man in these cultures to the life of the Black man in America.		"New York," p "African in L "The Blacks," "Ndesse or Bl
	F 358-102	BLACK AND WHI
C. He explores the expressions of these writers on the theme of unity of Black people everywhere.	VBE	"Coffee for t "The Bench," "The Park," p "Moshesh," p. "Glory to Mos "Martyrs," p. "Song for Ces "The Black Re

CONTENT	ACTIVITIES AND MATERIALS	
comes familiar with Black rging from Africa and the ell as from the United ses the unity developing African descent throughout		
es Black authors' writings about States, particularly their to the Black American exper-	VBE	"Africa," p. 87 "To Africa," p. 88 "Sierra Leone," p. 90 "The Jewels of the Shrine," p. 45 "Totem," p. 22 "Piano and Drums," p. 93 "Homecoming," p. 94 "The Renegade," p. 95
s and contrasts the life of man in these cultures to the e Black man in America.		"New York," p. 97 "African in Louisiana," p. 99 "The Blacks," p. 12 "Ndesse or Blues," p. 23
	F 358-102	BLACK AND WHITE IN SOUTH AFRICA
s the expressions of these the theme of unity of le everywhere.	VBE	"Coffee for the Road," p. 235 "The Bench," p. 213 "The Park," p. 226 "Moshesh," p. 131 "Glory to Moshesh," p. 131 "Martyrs," p. 180 "Song for Cesaire," p. 244 "The Black Revolution," p. 250

GOALS AND CONTENT	ACTIVITIES AN	
D. He discusses the identification of Black Americans with African dress, language, and education.	VBE	"The Negro Sp "Outcast," p.
	BAV	pp. 409-413
E. The student broadens, through his reading, his understanding of the universality of emotions and of their literary expression.	VBE	"Chants pour "Season," p. "Bindeh's Gif "The Judge's "The Suitcase, "Spirit of th
F. The student shows awareness of themes common in Black literature that relate to the interests of Black people everywhere.	VBE	"Vanity," p. "Vultures," p. "Spirits Unch

TENT	ACTIVITIES AND MATERIALS	
the identification of ns with African dress, education.	VBE	"The Negro Speaks of Rivers," p. 22 "Outcast," p. 100
	BAV	pp. 409-413
roadens, through his understanding of the of emotions and of y expression.	VBE	"Chants pour Naett," p. 103 "Season," p. 103 "Bindeh's Gift," p. 125 "The Judge's Son," p. 62 "The Suitcase," p. 78 "Spirit of the Wind."
hows awareness of themes ck literature that re- nterests of Black people	VBE	"Vanity," p. 178 "Vultures," p. 186 "Spirits Unchained," p. 249

Audio Cassettes Available through Library Services Center (Your school librarian will order these upon request.)

Cassette No.	Title
AC 5314	A GWENDOLYN BROOKS TREASURY
AC 35229	CONTEMPORARY BLACK WRITERS
AC 8287	JAMES BALDWIN DISCUSSES TELL ME HOW LONG THE TRAIN'S BEEN GONE WITH COLUMNIST ROBERT CROMIE
AC 12603	LANGSTON HUGHES: BLUES POET
AC 22871	LANGSTON HUGHES: SOCIAL POET
AC 35228	LIFT EVERY VOICE
AC 35266	MAYA ANGELOU
AC 28621	THE SPIRIT OF MALIK
AC 5089	THE STREETS OF HARLEM: BLACK AUTHOR CLAUDE BROWN ANALYZES THE URBAN GHETTO
AC 28968	WHO KILLED MALCOLM X?

CAREER ENGLISH

05610

COURSE DESCRIPTION

Do you want help in improving the communication skills you will need to get and keep a job? If you are in Grade 10 or above, have a fair command of the mechanics of English, and desire to improve your writing and speaking to meet the demands of your anticipated career, this course is for you. Secure language effectiveness that may help you in the world of work.

GOALS

The student broadens his/her concepts about the world of work through a variety of career-preparatory reading activities.

The student satisfactorily completes various writing assignments related to careers.

The student listens effectively and communicates orally through a variety of activities which will be useful in his or her future work.

The student demonstrates adequate spelling skills.

The student grows in knowledge of words, in vocabulary, and in ability to use words appropriately.

NOTE:

This guide is meant to help you. It is not intended to be a schedule for you nor a synopsis of what your class "must have covered" by the end of the course. Since you who are teachers are closest to your students' points of awareness and to their needs, you will use the guide as a source of information and direction, not of mandates. You will determine your students' needs and select activities that will help them meet those needs. For your convenience, the guide lists topics, materials, and outside resources that will be helpful.

Materials

Code	Title	Use
SC	SPEAKING OF COMMUNICATION. Scott, Foresman and Company.	Students, Teacher
VE	VOCATIONAL ENGLISH, BOOK THREE. Globe Book Company, Inc.	Students
	VOCATIONAL ENGLISH, BOOK THREE, TEACHER'S GUIDE. Globe Book Company, Inc.	Teacher
FYF	FORMS IN YOUR FUTURE. Globe Book Company, Inc.	Students
	FORMS IN YOUR FUTURE, TEACHER'S GUIDE. Globe Book Company, Inc.	Teacher
	HELLO WORLD! A CAREERS EXPLORATION PROGRAM (Series of 9 books). Field Publications. PUBLIC SERVICES TRANSPORTATION COMMUNICATION HEALTH SERVICES ENVIRONMENTAL CONTROL BUSINESS SERVICES TECHNICAL SERVICES FOOD AND LODGING SERVICES MARKETING	Students
EEW	ENGLISH THE EASY WAY, Third Edition. South-Western Publishing Co.	Students
	MANUAL, ENGLISH THE EASY WAY, Third Edition. South-Western Publishing Co.	Teacher
C	CONTACT: A TEXTBOOK IN APPLIED COMMUNICATIONS, Second Edition. Prentice-Hall, Inc.	Teacher
HWFIP	HOW TO WIN FRIENDS AND INFLUENCE PEOPLE. McGraw-Hill Book Company.	Students
	ROGET'S POCKET THESAURUS. Pocket Books, Inc.	Students

Materials: Teaching Aids

Title	Use
SCOPE VISUALS 13: GETTING APPLICATIONS RIGHT. Scholastic Book Services, Inc.	Students
OCCUPATIONAL EXPLORATION KIT, SRA. Science Research Associates, Inc.	Students

GOALS AND CONTENT	ACTIVITIES A	
I. The student broadens his/her concepts about the world of work through a variety of career-preparatory reading activities.	VE SRA F 372-117	"Gain Readin "Getting the pp. 23-39 OCCUPATIONAL EXPLORATI MAKING IT IN
A. The student learns about differing requirements for acquiring and working in various kinds of jobs. He explores, for a number of jobs: qualifications duties pay personal gratifications personal irritations future advancement opportunities side benefits	HELLO, WORLD! A CAREERS EXP SRA F F 271-170 F 268-135	 OCCUPATIONAL EXPLORATI FINDING THE GETTING A PR YOUR JOB: A
B. The student understands the terminology used in various tests and examinations.	SFS 766-448	TESTING, TES
1. The student demonstrates his comprehension skills by interpreting readings about various careers.	HELLO, WORLD! A CAREERS EXP SRA	 CAREER EXPLORATION KIT
2. The student demonstrates his/her functional literacy by correctly carrying out written instructions.		
C. The student synthesizes readings about psychological principles of dealing with people and applies some of these principles through role-playing in improvised situations.	C SC	"Detecting E 141

D CONTENT	ACTIVITIES AND MATERIALS	
roadens his/her concepts about work through a variety of career- eading activities.	VE SRA F 372-117	"Gain Reading Skill," pp. 1-21 "Getting the Most from Your Newspaper," pp. 23-39 OCCUPATIONAL EXPLORATION KIT MAKING IT IN THE WORLD OF WORK
nt learns about differing require- acquiring and working in various jobs. He explores, for a number ations personal irritations future advancement opportunities gratifications side benefits	HELLO, WORLD! A CAREERS EXPLORATION PROGRAM (9 Books) SRA F F 271-170 F 268-135	 OCCUPATIONAL EXPLORATION KIT FINDING THE RIGHT JOB GETTING A PROMOTION YOUR JOB: APPLYING FOR IT
nt understands the terminology arious tests and examinations.	SFS 766-448	TESTING, TESTING, TESTING (2 Parts)
tudent demonstrates his compre- on skills by interpreting readings various careers.	HELLO, WORLD! A CAREERS EXPLORATION PROGRAM (9 Books) SRA	 CAREER EXPLORATION KIT
tudent demonstrates his/her func- l literacy by correctly carrying ritten instructions.		
nt synthesizes readings about ical principles of dealing le and applies some of these s through role-playing in d situations.	C SC	"Detecting Errors in Reasoning," pp. 130-141

415

416

GOALS AND CONTENT		ACTIVITIES AN
1. After watching or participating in improvisations of business situations, the student explores the motivations of the characters portrayed.	VE HWFIP	"Don't Get Pe pp. 56-63; 63
2. The student integrates ideas and information gained from his reading about personal interaction principles into his various course (and/or work) activities.	HWFIP	
a. After participating in an improvised business situation, the student identifies nonverbal clues (voice pitch, clothing, gestures, environment, movements) that turn people on or off.	SC SC	pp. 110-117 "Nonverbal Me
b. The student demonstrates responsibility by turning in assignments on time.		
c. The student demonstrates initiative by obtaining charts, graphs, forms, etc., used in a particular job and by explaining to the class how they are used.		
d. The student demonstrates ability to empathize with people by writing his speculations on possible motivations behind certain of their statements.	VE VE HWFIP	"What Causes "Generalizati pp. 1-15; 17- "Listening,"

D CONTENT		ACTIVITIES AND MATERIALS
watching or participating in visations of business situations, tudent explores the motivations characters portrayed.	VE HWFIP	"Don't Get Personal," pp. 202-204 pp. 56-63; 63-65
tudent integrates ideas and nation gained from his reading personal interaction principles is various course (and/or work) ties.	HWFIP	
fter participating in an improvised siness situation, the student entifies nonverbal clues (voice tch, clothing, gestures, environ- nt, movements) that turn people or off.	SC SC	pp. 110-117 "Nonverbal Messages," pp. 32-33
e student demonstrates responsi- lity by turning in assignments time.		
e student demonstrates initiative obtaining charts, graphs, forms, c., used in a particular job and explaining to the class how they e used.		
e student demonstrates ability to pathize with people by writing his eculations on possible motivations hind certain of their statements.	VE VE HWFIP	"What Causes It?" pp. 205-207 "Generalization," pp. 195-198 pp. 1-15; 17-25; 46-51 "Listening," pp. 52-57

CAREER ENGLISH

GOALS AND CONTENT		ACTIVITIES A
D. The student identifies various functions and purposes of social security, employers' compensation, pension, and insurance plans.	NOTE: Call the Social Secu recent information and mate programs. Phone: 622-4671	
E. The student learns to use various library research skills and library resources and then uses them to gather information which will be useful in his/her career.	SC	"Investigati
	VE	"Using the L
		"Parts of th
		"Classificat
		"The Card Ca
		"Reference B
	C	"Using the L
II. The student satisfactorily completes various writing assignments related to careers.	VE	"Usage," pp.
	EEW	"Usage"
	F 272-169	ENGLISH ON TH
A. The student analyzes various letter forms: business, friendly, and application.	C	"Job Applicat
B. The student writes business letters, orders, replies, applications, and resumé attachments in accepted and acceptable forms.	VE	"Business Let
	C	"Business Let
C. The student demonstrates skill in the basic mechanics of writing by correctly transcribing a dictated letter or message.		
1. The student looks for spelling mistakes in his writing and corrects his errors.	VE	"Apostrophes,
	EEW	"Spelling, An pp. 167-168

CONTENT	ACTIVITIES AND MATERIALS	
identifies various functions s of social security, employ- nsation, pension, and insurance	NOTE: Call the Social Security Administration for recent information and material on social insurance programs. Phone: 622-4671	
learns to use various library ills and library resources and hem to gather information which ful in his/her career.	SC	"Investigation Process," pp. 130-143
	VE	"Using the Library," pp. 83-103 "Parts of the Book," p. 86 "Classification," p. 91 "The Card Catalog," p. 94 "Reference Books," p. 101
	C	"Using the Library," pp. 168-179
isfactorily completes various ents related to careers.	VE	"Usage," pp. 41-70
	EEW	"Usage"
	F 272-169	ENGLISH ON THE JOB: WRITING SKILLS
analyzes various letter forms: riendly, and application.	C	"Job Application, Letters, etc.," pp.11-37
writes business letters, orders, plications, and resume attach- cepted and acceptable forms.	VE	"Business Letters," pp. 105-127
	C	"Business Letters," pp. 63-89
demonstrates skill in the basic f writing by correctly trans- ictated letter or message.		
dent looks for spelling mistakes writing and corrects his errors.	VE	"Apostrophes," pp. 71-79
	EEW	"Spelling, Antonyms, Synonyms," pp. 167-168

GOALS AND CONTENT		ACTIVITIES AN
2. The student looks for punctuation mistakes in his writing and corrects his errors.	EEW	"Punctuation,
3. The student looks for grammatical errors in his writing and corrects his errors.	EEW	
D. The student writes out the meanings of commonly used abbreviations.	EEW	"Popular Abb
E. The student successfully completes various business forms (job applications, employee's withholding, checking account, savings account, loan insurance, credit card, mail order and income tax).	VE	"Industrial pp. 215-23
	FYF	p. 4, 11, 15, "Savings," p "Loans," p. "Credit," pp.
	SCOPE VISUALS 13: GETTING	
F. The student learns and practices outlining.	C	"Outlining,"
1. He writes a topic outline.		
2. He writes a sentence outline.		
G. The student writes clear and concise sentences and develops these sentences into unified paragraphs on any career-related topic.	EEW	"Writing Sen pp. 157-16

CONTENT	ACTIVITIES AND MATERIALS	
dent looks for punctuation s in his writing and s his errors.	EEW	"Punctuation," pp. 169-188
dent looks for grammatical in his writing and corrects rors.	EEW	
writes out the meanings of ed abbreviations.	EEW	"Popular Abbreviations," p. 170; p. 176
successfully completes iness forms (job appli- ployee's withholding, ccount, savings account, nce, credit card, mail ncome tax).	VE	"Industrial and Business Forms," pp. 215-235
	FYF	p. 4, 11, 15, 19, 33-41, 43 "Savings," pp. 55-59 "Loans," p. 65 "Credit," pp. 73-77
	SCOPE VISUALS 13: GETTING APPLICATIONS RIGHT	
learns and practices	C	"Outlining," Chapter 14, pp. 193-211
tes a topic outline.		
tes a sentence outline.		
writes clear and concise and develops these sentences ed paragraphs on any career- pic.	EEW	"Writing Sentences and Paragraphs," pp. 157-166

6

421

422

GOALS AND CONTENT		ACTIVITIES AN
H. The student writes a satisfactory summary of short readings, business meetings, or seminars.	C C	pp. 186-188 "Notetaking,"
I. The student practices writing reports that might be required in several different job situations, complete with a listing of the sources of his information.	C	"Short Report "Memo," p. 23 "Formal Repor
III. The student listens effectively and communicates orally through a variety of activities which will be useful in his or her future work.	VE HTWFIP EEW F F	"Usage," pp. 25-29 "Usage," COMMUNICATION REPORTING AND
	ACTIVITY: Student acts out a particular job. Tape reco personal critique.	
A. The student practices the skills necessary to react appropriately to good and bad questions and approaches in inprovised interviews.	F 268-135 SC VE C	YOUR JOB: AP "The Intervie "The Intervie "Employment I "Making Inter
B. The pupil gains experience in speaking and listening within a group.	C SC	"Meetings," et "The Small Gro
1. The student demonstrates ability express clearly and support logically his or her ideas in a class panel or personal discussion.		"Attitudes To pp. 24-25

CONTENT	ACTIVITIES AND MATERIALS	
t writes a satisfactory sum- ort readings, business meet- eminars.	C	pp. 186-188
	C	"Notetaking," pp. 180, 186, 189, 190, 191
t practices writing reports be required in several job situations, complete ting of the sources of his n.	C	"Short Reports," pp. 230-248
		"Memo," p. 232
		"Formal Reports," pp. 249-292
stens effectively and commun- through a variety of activ- ll be useful in his or her	VE	"Usage,"
	HTWFIP	pp. 25-29
	EEW	"Usage,"
	F	COMMUNICATION BY VOICE AND ACTION
	F	REPORTING AND EXPLAINING
	ACTIVITY: Student acts out an improvised interview for a particular job. Tape record it and play it back for personal critique.	
t practices the skills nec- react appropriately to good estions and approaches in interviews.	F 268-135	YOUR JOB: APPLYING FOR IT
	SC	"The Interview," pp. 50-65
	VE	"The Interview," pp. 269-273
	C	"Employment Interview," pp. 38-48
		"Making Interviews," pp. 154-159
gains experience in speaking ing within a group.	C	"Meetings," etc. pp. 160-167
	SC	"The Small Group Experience," pp. 67-91
udent demonstrates ability to clearly and support logically her ideas in a class panel or l discussion.		"Attitudes Toward Communication," pp. 24-25

GOALS AND CONTENT		ACTIVITIES AN
2. The student demonstrates his or her ability to use standard English in daily classroom verbal exchange.	C	pp. 2-5
3. The student shows his awareness of the importance of speaking to the topic by doing so.	C SC	"Oral Reporti "The Group Le pp. 82-85
4. The student shows his awareness of the importance of speaking concisely by doing so.	SC	pp. 84-85
5. The student develops listening techniques to aid his concentration.	SC	"Effective Re
a. The student shows awareness of certain shock words and phrases that stop his thinking by discussing words that make him angry.		
b. The student courteously reassures an excited speaker that he is listening closely by repeating what he understands to be the speaker's point before giving his own (the student's) thoughts on the topic.		

CONTENT		ACTIVITIES AND MATERIALS
udent demonstrates his or her y to use standard English in classroom verbal exchange.	C	pp. 2-5
udent shows his awareness of portance of speaking to the by doing so.	C SC	"Oral Reporting," pp. 212-229 "The Group Leader and Participant," pp. 82-85
udent shows his awareness of portance of speaking concisely ng so.	SC	pp. 84-85
udent develops listening ques to aid his concentration.	SC	"Effective Receiving," pp. 45-49
e student shows awareness of rtain shock words and phrases at stop his thinking by dis- ssing words that make him gry.		
e student courteously reassures excited speaker that he is stening closely by repeating what understands to be the speaker's int before giving his own (the udent's) thoughts on the topic.		

GOALS AND CONTENT		ACTIVITIES AN
C. The student shows knowledge of parliamentary procedure, vocabulary, and practices (chairperson, quorum, secretary, point of clarification, making a motion, seconding a motion, discussing the issue, moving the question, roll call vote, nomination, adjournment).	VE	"Parliamentary
	C	"Serving on t pp. 142-153
	SC	"Parliamentary
D. The student uses his or her voice effectively in various conversational settings and improvisational activities in class.	F	ENGLISH ON TH
	F	ENGLISH ON TH (Both films
	C	pp. 49, 54, 61
	SC	"Kinds of Int
1. The student demonstrates a friendly manner when talking with classmates.	HWFIP	pp. 29-35
	SC	"Conflict and
2. The student demonstrates positive ways of handling criticisms.	HWFIP	pp. 37-45
3. The student demonstrates positive ways of giving suggestions and criticism.	HWFIP	pp. 37-45
	SC	"Criticism,"
4. The student practices correct and appropriate ways to make introductions.	ACTIVITY:	Make up introduct students.
	C	pp. 49-54, 61
E. The student demonstrates basic sales approaches in improvised situations.	HWFIP	
	F 372-117	MAKING IT IN T

TENT	ACTIVITIES AND MATERIALS	
hows knowledge of procedure, vocabulary, (chairperson, quorum, int of clarification, ion, seconding a motion, e issue, moving the l call vote, nomination,	VE C SC	"Parliamentary Procedure," pp. 129-147 "Serving on the...Committee," pp. 142-153 "Parliamentary Procedure," pp. 169-188
ses his or her voice n various conversational improvisational activities	F F C SC	ENGLISH ON THE JOB: READING SKILLS ENGLISH ON THE JOB: LISTENING AND SPEAKING (Both films may be shown together) pp. 49, 54, 61 "Kinds of Interviews," pp. 50-65
nt demonstrates a friendly en talking with classmates.	HWFIP SC	pp. 29-35 "Conflict and Communication," pp. 146-152
nt demonstrates positive ways ng criticisms.	HWFIP	pp. 37-45
nt demonstrates positive ways suggestions and criticism.	HWFIP SC	pp. 37-45 "Criticism," pp. 118-120
nt practices correct and te ways to make introductions.	ACTIVITY: C	Make up introductions to be acted out by the students. pp. 49-54, 61
emonstrates basic sales improvised situations.	HWFIP F 372-117	 MAKING IT IN THE WORLD OF WORK

GOALS AND CONTENT	ACTIVITIES AND	
F. The student demonstrates basic skills in handling telephone calls.	C	p. 55, 60, 61
1. The student learns to modulate her or his voice when using the telephone.	ACTIVITY: Plan improvised te stressing pleasant voice, ton	
	SC	pp. 111-113
2. The student enunciates and speaks clearly and distinctly when using the telephone.	SC	pp. 111-113
3. The student projects a pleasant and helpful attitude over the phone.		
IV. The student demonstrates adequate spelling skills.	EEW	"Lists of Freq p. 22, 66, 1 196, 218
A. The student reviews spelling rules.	EEW	"Spelling Prac "Spelling Rule
1. She/he reviews specific spelling rules such as the use of ie and the doubling of consonants following short vowels.	EEW	"ie or ei word
2. She/he reviews the rules for forming plurals.	EEW	"Plural Nouns,
3. She/he reviews the rules for forming the possessive case.	EEW EEW	"Nouns and the "Possessive Pr

TENT	ACTIVITIES AND MATERIALS	
demonstrates basic skills telephone calls.	C	p. 55, 60, 61
ent learns to modulate her or when using the telephone.	ACTIVITY: Plan improvised telephone conversations, stressing pleasant voice, tone, inflections and diction.	
	SC	pp. 111-113
ent enunciates and speaks and distinctly when using the .	SC	pp. 111-113
ent projects a pleasant and ttitude over the phone.		
nstrates adequate spelling	EEW	"Lists of Frequently Misspelled Words," p. 22, 66, 120, 133, 143, 155, 157, 196, 218
reviews spelling rules.	EEW	"Spelling Practice," p. 217 "Spelling Rules," Back Cover
eviews specific spelling ch as the use of ie and the of consonants following short	EEW	"ie or ei words," p. 156
eviews the rules for forming	EEW	"Plural Nouns," pp. 31-34
eviews the rules for forming ssive case.	EEW EEW	"Nouns and the Possessive Form," pp. 35-39 "Possessive Pronouns," p. 52

GOALS AND CONTENT	ACTIVITIES AN	
B. The student reviews the correct spelling of commonly misspelled words.	VE EWW	pp. 167-169, "Lists of Fre p. 22, 66, 196, 218
V. The student grows in knowledge of words, vocabulary, and in ability to use words appropriately.	VE	pp. 149-179
	ACTIVITY: See suggested voc	
A. The student recalls the meanings of words on a list of homonyms, antonyms, and synonyms.	VE EWW	"Homonyms and "Synonyms," p pp. 24-40, 88 196, 200
B. The student demonstrates knowledge of the meaning of commonly used roots, suffixes, and prefixes.	VE	pp. 158-166
C. The student demonstrates knowledge of commonly used but difficult words.		
D. The student demonstrates initiative in enlarging his vocabulary by developing a glossary of terms used in his selected career topic.		
E. The student uses the dictionary proficiently.	ACTIVITY: Given selected wo dictionary, note respellin parts of speech. Have stude Practice locating several wo	
F. The student uses context clues to define words.		
G. The student uses a thesaurus to find the precise word for his purpose.	ROGET'S POCKET THESAURUS	

CONTENT		ACTIVITIES AND MATERIALS
t reviews the correct spelling of isspelled words.	VE EWW	pp. 167-169, 170-172 "Lists of Frequently Misspelled Words," p. 22, 66, 120, 133, 143, 155, 157, 196, 218
ows in knowledge of words, d in ability to use words	VE	pp. 149-179
	ACTIVITY:	See suggested vocabulary list at end of guide.
t recalls the meanings of list of homonyms, antonyms, ms.	VE EWW	"Homonyms and Antonyms," p. 167, 169, 172 "Synonyms," pp. 173-179 pp. 24-40, 88, 120, 134, 143, 156, 168, 196, 200
t demonstrates knowledge of g of commonly used roots, and prefixes.	VE	pp. 158-166
t demonstrates knowledge of sed but difficult words.		
t demonstrates initiative in his vocabulary by developing of terms used in his se- eer topic.		
t uses the dictionary pro-	ACTIVITY:	Given selected words to locate in the dictionary, note respellings, diacritical markings; parts of speech. Have student identify entry words. Practice locating several words together with class.
t uses context clues to de- .		
t uses a thesaurus to find the rd for his purpose.		ROGET'S POCKET THESAURUS

RESOURCE AGENCIES AND ORGANIZATIONS

For outside speakers on consumer complaints that deal with employers and business practices, contact these agencies:

BETTER BUSINESS BUREAU OF GREATER ST. LOUIS	915 Olive Street	241-3100
OFFICE OF CONSUMER AFFAIRS	3511 Lindell Boulevard	534-1134
CONSUMER SPECIALIST (FDA)		622-5021

For information dealing with volunteer positions available contact these organizations:

PROJECT ROUNDHOUSE	154 Umrath Hall, Box 1068 Washington University	863-0100, Ext.3120
VOLUNTARY ACTION CENTER	910 Olive Street	241-7520

For information concerning job rules and services regulated by the government, contact these groups:

SOCIAL SECURITY ADMINISTRATION	210 N. 12th Street	622-4671
UNITED STATES GOVERNMENT FEDERAL INFORMATION CENTER	1420 Market Street	622-4106
GOVERNMENT RESEARCH INSTITUTE	812 Olive Street	241-3063

For information concerning the legal rights of employees, call:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION	1015 Locust Street	622-5571
AMERICAN CIVIL LIBERTIES UNION OF EASTERN MISSOURI	8011 Clayton Road	721-1215

For employment information, contact:

NEIGHBORHOOD YOUTH CORPS (Student part-time jobs)	6105 Delmar Boulevard	727-4700
URBAN LEAGUE OF ST. LOUIS	4401 Fair Avenue	389-0040

VOCABULARY WORDS RELATED TO THE WORLD OF WORK

acknowledge
adjourn
administrator
admittance
advancement
affidavit
affluent
agency
altercation
alternative
ambiguous
annual
anonymous
apathy
appointment
appeal
aptitude
assistant
avocation
bankruptcy
beneficiary
bi-monthly
bi-weekly
budget
capital
certificate
claim
clique
collateral
commend
commentator
commercial
compensation
compile
compulsory
compute
concentrate
consumer
controversial
cordial
corporation
co-signer
credit
debit
debts
deductible
depreciation
depression
dexterity
disposition
economize
employee
enclosed
equivocate
exempt
extracurricular
flammable
frivolous
guarantee
guidance
hospitalization
incarcerate
indicate
inflation
ingenious
installment
interest
intimidate
jurisdiction
legible
liability
lien
management
manual
mechanics
merge
miscellaneous
mortgage
municipal
occupational
patient
patron
percentage
personnel
persuasive
potential
prerequisite
profession
qualifications
recession
register
rehabilitate
residential
resume
retail
revise
rural
salary
secretary
security
semi-monthly
semi-skilled
simultaneously
surmount
synchronize
tactful
technology
truly
urban
valid
velocity
veto
vocation
wholesale

COLLEGE PREP ENGLISH

05620

COURSE DESCRIPTION

Do you plan to attend college? If so, College Prep English is the course for you. It will help prepare you for college entrance examinations and advanced course work by providing actual practice with tests given in past years. You will have access to information on colleges and financial aids. For students in Grades 11 or 12, before college entrance testing.

GOALS

The student becomes aware of the many factors involved in choosing a college.

He learns of the scholarships and grants available to persons of his eligibility.

He becomes aware of the importance of understanding what he reads as he takes tests or prepares assignments.

He becomes familiar with various aspects of college entrance tests and practices with examples from tests similar to those he will take.

He improves his listening skills.

He learns to speak correctly and effectively by taking part in a variety of speech activities.

He increases his vocabulary skills through careful and deliberate word study.

He expresses himself effectively through his writing.

He becomes proficient in using library resources to obtain information.

Materials

Code	Title	Use
W	ENGLISH GRAMMAR AND COMPOSITION, FIFTH COURSE (WARRINER'S). Harcourt, Brace Jovanovich, Inc.	Students
WTM	ENGLISH GRAMMAR AND COMPOSITION, FIFTH COURSE, TEACHER'S MANUAL (WARRINER'S). Harcourt, Brace Jovanovich, Inc.	Teacher
BCEE	BARRON'S HOW TO PREPARE FOR COLLEGE ENTRANCE EXAMINATIONS, Seventh Edition. Barron's Educational Series, Inc.	Students, Teacher
CB	COLLEGE BOUND: A GUIDE TO COLLEGE AND CAREER PLANNING. Barron's Educational Series,Inc.	Students, Teacher
LCG	LOVEJOY'S COLLEGE GUIDE, 12th Revision. Simon and Schuster, Inc.	Students, Teacher
LSG	LOVEJOY'S SCHOLARSHIP GUIDE, Revised Edition. Simon and Schuster, Inc.	Students, Teacher
BPAC	BARRON'S PROFILES OF AMERICAN COLLEGES. Barron's Educational Series, Inc.	Students, Teacher
HPACT	BARRON'S HOW TO PREPARE FOR THE AMERICAN COLLEGE TESTING PROGRAM. Barron's Educational Series, Inc.	Students, Teacher
HTS	HOW TO STUDY. Collier-Macmillan, Ltd.	Students, Teacher
WRP	WRITING RESEARCH PAPERS: A COMPLETE GUIDE. Scott, Foresman and Company.	Teacher
WTT	ENGLISH GRAMMAR AND COMPOSITION, FIFTH COURSE: TEACHING TESTS (WARRINER'S). Harcourt, Brace Jovanovich, Inc.	Teacher
T	ROGET'S POCKET THESAURUS. Pocket Books, Inc.	Students, Teacher

GOALS AND CONTENT	ACTIVITIES AN	
I. The student becomes aware of the many factors involved in choosing a college.	SFS	COLLEGE? IT'S
	ACTIVITY: Invite a counsel one of the colleges to come colleges, admissions polici	
A. The student discovers that the location of a college influences his choice.	CB	"Two Year Col also pp. 22
	BCEE	"College Sele pp. 6-11
	LCG	
	BPAC	
B. The student understands the admissions requirements of various colleges.	SFS	WHAT TO EXPEC
	BCEE	p. 2, pp. 568
	CB	pp. 106-113,
	LCG	
	BPAD	"Admissions,"
	HPACT	"Getting Int
C. He considers the courses offered in his areas of interest.	LCG	
	BPAC	"Programs of
	SFS	DIFFERENT WAY
D. The student learns to be selective in his choice of a college. He learns what the "rating" of a college means.	CB	"What Is Mean p. 27
	LCG	
	BPAC	

D CONTENT	ACTIVITIES AND MATERIALS	
comes aware of the many factors oosing a college.	SFS	COLLEGE? IT'S UP TO YOU!
	ACTIVITY: Invite a counselor or a representative from one of the colleges to come in to speak to the class on colleges, admissions policies and procedures, etc.	
t discovers that the location ge influences his choice.	CB	"Two Year Colleges," pp. 86-87, also pp. 22-32
	BCEE	"College Selection and Application," pp. 6-11
	LCG	
	BPAC	
t understands the admissions ts of various colleges.	SFS	WHAT TO EXPECT AT COLLEGE
	BCEE	p. 2, pp. 568-580
	CB	pp. 106-113, 145-154
	LCG	
	BPAD	"Admissions," p. xii
	HPACT	"Getting Into College," pp. 1-11
rs the courses offered in his nterest.	LCG	
	BPAC	"Programs of Study," p. x
	SFS	DIFFERENT WAYS TO GO TO COLLEGE
t learns to be selective in his a college. He learns what the f a college means.	CB	"What Is Meant by an 'Accredited College'? p. 27
	LCG	
	BPAC	

COLLEGE PREP ENGLISH

GOALS AND CONTENT		ACTIVITIES AND
E. The student considers costs--the tuition and other expenses of colleges.	CB	pp. 12-19, 88-
	LCG	"Costs," pp.
	BPAC	"Expenses," p
F. The student finds out how to obtain information on and applications for the colleges he would like to attend.	CB	"What does th
		"Applying for
	LCG	
	BPAC	
II. The student learns about types of financial aid available and how to apply for them.	LCSG	
	CB	pp. 12-19
		"Scholarship
	LCG	
A. The student becomes aware of the scholarships and grants available to persons of his eligibility.	LCG	
	BPAC	"Expenses," p
	CB	"Scholarship
	LCSG	
B. He becomes familiar with various kinds of loans available to college students.	LCSG	
	CB	"Borrowing fo
	LCG	
C. The student gains insight into work-study programs available to college students.	SFS	DIFFERENT WAY
	BPAC	"Earning Whil
	CB	"Earning Whil
	LCSB	

CONTENT		ACTIVITIES AND MATERIALS
considers costs--the tuition	CB	pp. 12-19, 88-105
penses of colleges.	LCG	"Costs," pp. 15-19
	BPAC	"Expenses," pp. x-xi
finds out how to obtain	CB	"What does the College Catalog Reveal," p. 28
on and applications for		"Applying for Admission," pp. 114-143
he would like to attend.	LCG	
	BPAC	
ns about types of financial	LCSG	
d how to apply for them.	CB	pp, 12-19
		"Scholarship Apportunities," pp. 88-89
	LCG	
becomes aware of the scholar-	LCG	
ants available to persons of	BPAC	"Expenses," pp. x-xi
ity.	CB	"Scholarship Opportunities," pp. 88-99
	LCSG	
amiliar with various kinds	LCSG	
ilable to college students.	CB	"Borrowing for College Expenses," pp. 100-101
	LCG	
gains insight into work-	SFS	DIFFERENT WAYS TO GO TO COLLEGE
ms available to college	BPAC	"Earning While Learning," p. xi
	CB	"Earning While You Learn," pp. 102-105
	LCSB	

GOALS AND CONTENT		ACTIVITIES AN
III. The student becomes aware of the importance of understanding what he reads as he takes tests or prepares assignments.	W HPACT	"Reading Comp "Reading Comp
A. He reads and interprets main ideas in passages of various kinds and lengths.	CBEE	"Finding the pp. 167-169
	CB HTS	"Reading Skil
1. The student identifies the order of events in passages of various kinds and lengths.	CB HTS	"Reading Skil
2. The students answers questions about time relationships in passages of various kinds and lengths.		
3. The student identifies events in sample passages set in the future.		
B. The student identifies the details which support the main idea of a selection.	CBEE	"Finding Spec the Passage
	CB	"Reading Skil
C. The student draws inferences from the facts given in the selection.	CBEE	"Finding Impl Inferences
D. The student understands the relationships between words in analogies in order to make judgments or draw conclusions. (He recognizes the many kinds of analogies.)	W CBEE	"Fallacy of t "The Word Rel pp. 160-165

D CONTENT		ACTIVITIES AND MATERIALS
ecomes aware of the importance ing what he reads as he takes res assignments.	W HPACT	"Reading Comprehension," pp. 670-676 "Reading Comprehension," pp. 115-130
nd interprets main ideas in f various kinds and lengths.	CBEE CB HTS	"Finding the Central Thought of a Passage," pp. 167-169 "Reading Skills," pp. 172-174
udent identifies the order of in passages of various kinds ngths.	CB HTS	"Reading Skills," pp. 172-174
udents answers questions about elationships in passages of s kinds and lengths.		
udent identifies events in passages set in the future.		
t identifies the details which e main idea of a selection.	CBEE CB	"Finding Specific Detail Mentioned in the Passage," pp. 169-171 "Reading Skill," pp. 172-174
t draws inferences from the n in the selection.	CBEE	"Finding Implications and Drawing Inferences from the Text," pp. 171-173
t understands the relation- een words in analogies in ake judgments or draw con- (He recognizes the many nalogies.)	W CBEE	"Fallacy of the False Analogy," pp. 703-707 "The Word Relationship Question," pp. 160-165

GOALS AND CONTENT		ACTIVITIES A
E. The student distinquishes fact from opinion.	HTS	"Reading Wit
IV. The student becomes familiar with various aspects of college entrance examinations.	HTS HPACT BCEE CB	"Taking Exam "College Ent "College Dir "College Ent
	SFS 766-448	TESTING, TES
A. He practices answering sample questions from the PSAT.	BCEE	"What Is the
B. He practices answering sample questions from the SAT.	BCEE	"Practice SA "The Verbal Test," pp.
C. He practices answering sample questions from the ACT.	HPACT BCEE	"English Usa "Practice AC "What Is the
D. He practices for achievement tests.	BCEE BCEE	"Achievement "What Are Ach
V. The student improves his listening skills.	HTS	"Learning Th
A. He listens with a purpose.		
1. He listens to acquire information.	CB	"How Lectures "Taking Notes
2. He listens to evaluate information.	W	"Learn How to pp. 225-230

CONTENT		ACTIVITIES AND MATERIALS
distinquishes fact from	HTS	"Reading With a Purpose." pp. 53-56
omes familiar with various ege entrance examinations.	HTS HPACT BCEE CB	"Taking Examinations," pp. 140-159 "College Entrance Exams," pp. 13-37 "College Directory," pp. 568-580 "College Entrance Examinations," pp. 155-163
	SFS 766-448	TESTING, TESTING, TESTING (2 Parts)
s answering sample questions AT.	BCEE	"What Is the PSAT/NMSQT?" p. 12
s answering sample questions T.	BCEE	"Practice SAT TESTS" pp. 308-338 "The Verbal Part of the Scholastic Aptitude Test," pp. 441-450
s answering sample questions T.	HPACT BCEE	"English Usage Part of ACT" pp. 48-146 "Practice ACT Tests," pp. 441-450 "What Is the ACT?" p. 13
s for achievement tests.	BCEE BCEE	"Achievement Tests; English," pp. 411-423 "What Are Achievement Tests?" p. 13
roves his listening skills.	HTS	"Learning Through Listening," pp. 94-108
with a purpose.		
ens to acquire information.	CB	"How Lectures Are Prepared," p. 171 "Taking Notes," p. 171
ens to evaluate information.	W	"Learn How to Evaluate a Speech," pp. 225-230

GOALS AND CONTENT	ACTIVITIES AN	
3. He listens to determine common fallacies in reasoning.	W	"Clear Thinki
4. He listens to get the speaker's main ideas.	CB	"Taking Notes
B. The student listens in group discussions.	ACTIVITY: Have the students part in a formal or an infor	
1. The student listens to others in the group to increase his ability to understand, to interpret, to evaluate, and to respond to their ideas.		
2. He listens to the ideas and arguments of others to help him think constructively.		
3. In listening to others, he respects their right to their opinions although he may differ with those opinions.		
VI. The student learns to speak correctly and effectively by taking part in a variety of speech activities.	W	"The College "Usage," pp. "Public Speak
A. The student improves his pronunication and enunciation.	W	"Enunciation,

D CONTENT	ACTIVITIES AND MATERIALS	
stens to determine common cies in reasoning.	W	"Clear Thinking," pp. 698-712
stens to get the speaker's ideas.	CB	"Taking Notes," p. 171
nt listens in group dis-	ACTIVITY: Have the students choose a topic and take part in a formal or an informal discussion of it.	
tudent listens to others in roup to increase his ability derstand, to interpret, to ate, and to respond to their .		
stens to the ideas and argu- of others to help him think ructively.		
stening to others, he respects right to their opinions al- h he may differ with those ons.		
earns to speak correctly and y taking part in a variety of ties.	W	"The College Interview," pp. 204-212 "Usage," pp. 72-193 "Public Speaking," pp. 213-245
nt improves his pronunication lation.	W	"Enunciation," pp. 234-241

GOALS AND CONTENT	ACTIVITIES AN	
B. The student gives oral reports.		
C. The student participates in group discussions.	CB	"The Group In "Group Study,
D. The student gets some experience in making prepared speeches.	W	"Learning to pp. 213-225
	ACTIVITY: Construct a "Spee including such criteria as d posture and content, etc.	
VII. The student increases his vocabulary skills through careful and deliberate word study.	W BPAC HPACT HTS	"Vocabulary," "Glossary of xix "Vocabulary," "Building You
A. The student practices using contextual clues to derive the meaning of words.	W	pp. 299-305 pp. 667-669
B. The student reinforces his use of synonyms, antonyms and homonyms.	W	pp. 663-667 p. 291
	ROGET'S THESAURUS	
C. The student demonstrates his knowledge of prefixes, suffixes, and roots.	W	"Word Analysi

D CONTENT	ACTIVITIES AND MATERIALS	
nt gives oral reports.		
nt participates in group ns.	CB	"The Group Interview," p. 151 "Group Study," p. 170
nt gets some experience prepared speeches.	W	"Learning to Speak Well in Public," pp. 213-225
	ACTIVITY: Construct a "Speech Evaluation Chart" including such criteria as diction, enunciation, posture and content, etc.	
ncreases his vocabulary h careful and deliberate	W	"Vocabulary," pp. 296-318
	BPAC	"Glossary of Collegiate Terms," pp. xvi-xix
	HPACT	"Vocabulary," pp. 132-146
	HTS	"Building Your Vocabulary," pp. 69-77
nt practices using con- lues to derive the mean- rds.	W	pp. 299-305 pp. 667-669
nt reinforces his use of antonyms and homonyms.	W	pp. 663-667 p. 291
	ROGET'S THESAURUS	
nt demonstrates his know- prefixes, suffixes, and roots.	W	"Word Analysis," pp. 306-318

COLLEGE PREP ENGLISH

GOALS AND CONTENT	ACTIVITIES AN	
VIII. The student expresses himself effectively through his writing.	ROGET'S THESAURUS	
	HTS W	"Preparing Wri pp. 320-544
A. The student writes clear, concise sentences that are grammatically correct.	W	"Spelling," p pp. 320-378 "Parts of Spe "The Parts of "Usage," pp. "Mechanics": "Capitaliza "Punctuatio
B. The student learns methods of paragraph development and writes examples of each type.	W	"The Paragrap "Facts," p. 3 "Examples," p "Incident," p "Comparison o "Reasons," p. "Definition," "Combination "The Whole Co
C. The student expresses his personal opinions in his essays.	W.	"Exercises in
	F 271-177	EFFECTIVE WRI
D. The student reviews the forms of letter writing as he writes for information from a college.	W	"Letter Writi "The Business "The Letter o

D CONTENT	ACTIVITIES AND MATERIALS	
expresses himself effectively writing.	ROGET'S THESAURUS	
	HTS	"Preparing Written Material," pp. 121-139
	W	pp. 320-544
ent writes clear, concise s that are grammatically	W	"Spelling," pp. 603-628 pp. 320-378 "Parts of Speech," pp. 1-22 "The Parts of a Sentence," pp. 23-69 "Usage," pp. 72-193 "Mechanics": "Capitalization," pp. 546-560 "Punctuation," pp. 561-602
ent learns methods of paragraph ent and writes examples of each	W	"The Paragraph," pp. 380-405 "Facts," p. 385 "Examples," p. 385 "Incident," p. 386 "Comparison or Contrasts," p. 387 "Reasons," p. 388 "Definition," p. 389 "Combination of Methods," p. 389 "The Whole Composition," pp. 406-435
ent expresses his personal opinions ssays.	W.	"Exercises in Writing Prose," pp. 436-445
	F 271-177	EFFECTIVE WRITING: REVISE AND IMPROVE
ent reviews the forms of letter as he writes for information ollege.	W	"Letter Writing," pp. 509-544 "The Business Letter," pp. 522-544 "The Letter of Application," p. 539

GOALS AND CONTENT		ACTIVITIES AN
E. The student acquires skill in taking class notes from lectures and written information.	FS	IMPROVING YOU
	CB	"Notetaking,"
	W	pp. 486-491
	HTS	"Taking Notes
		ACTIVITY: Have the students a recorded speech, story, or
F. The student learns the technique of writing a research paper.	WRP	
	W	pp. 473-508
1. He selects and limits his subject.	W	"Selecting an pp. 474-477
2. He prepares a working bibliography on cards.		"Preparing a
3. He prepares his thesis statement.		"Stating Your
4. He writes his preliminary outline.		"Preparing Pr
5. He reads, takes notes on cards.		"Taking Notes pp. 486-489
6. He prepares his final outline.		"Assembling N Outline,"
7. He writes the first draft.		"Writing the
8. He footnotes correctly and prepares a bibliography in the form given in the textbook.		"Footnotes, B "Sample Resea
		ACTIVITY: Students write a the correct forms for outlin bibliography.

CONTENT	ACTIVITIES AND MATERIALS	
acquires skill in taking class lectures and written inform-	FS	IMPROVING YOUR STUDY SKILLS
	CB	"Notetaking," p. 171
	W	pp. 486-491
	HTS	"Taking Notes," pp. 78-93
	ACTIVITY: Have the students practice taking notes from a recorded speech, story, or discussion.	
learns the technique of esearch paper.	WRP	
	W	pp. 473-508
ects and limits his subject.	W	"Selecting and Limiting a Topic," pp. 474-477
ares a working bibliography s.		"Preparing a Working Bibliography," p. 478
ares his thesis statement.		"Stating Your Purpose," p. 484
es his preliminary outline.		"Preparing Preliminary Outline," pp. 484-486
s, takes notes on cards.		"Taking Notes and Preparing Note Cards," pp. 486-489
ares his final outline.		"Assembling Note Cards, Preparing Final Outline," p. 490
es the first draft.		"Writing the First Draft," pp. 491-492
notes correctly and prepares ography in the form given in tbook.		"Footnotes, Bibliography," pp. 492-500
		"Sample Research Paper," pp. 501-508
	ACTIVITY: Students write a short research paper, using the correct forms for outlining, footnoting, and bibliography.	

GOALS AND CONTENT	ACTIVITIES AND
IX. The student becomes proficient in using library resources to obtain information.	W. pp. 249-295 "Classificatio "Card Catalogu "Parts of a Bo "Reader's Guid "Vertical File "Reference Boo

D CONTENT		ACTIVITIES AND MATERIALS
ecomes proficient in using rces to obtain information.	W.	pp. 249-295 "Classification," pp. 248-251 "Card Catalogue," p. 251 "Parts of a Book," pp. 256-263 "Reader's Guide," pp. 260-263 "Vertical File," pp. 263-264 "Reference Books," pp. 265-295